DOCUMENT RESUME

ED 241 076 JC 840 088

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TITLE Schenectady County Community College Academic Master Plan, 1982-1986.
INSTITUTION Schenectady County Community Coll., Schenectady, N.Y.
PUB DATE Jun 82
NOTE 158p.
PUB TYPE Reports - Descriptive (141) -- Tests/Evaluation Instruments (160) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS *College Planning; Community Colleges; Enrollment Projections; *Institutional Characteristics; *Long Range Planning; Master Plans; *Program Development; Questionnaires; Two Year Colleges; Two Year College Students

ABSTRACT

Developed by the faculty and staff of Schenectady County Community College (SCCC) in support of established missions, policies, and goals, this academic master plan serves as a guide for the development of SCCC's programs and a gauge for monitoring progress toward stated objectives. Part I provides a statement by SCCC's president outlining the purpose of the master plan. Part II presents introductory material on the history and philosophy of SCCC and its current institutional mission. This section also includes information on past, current, and projected enrollments and student characteristics. Part III details the planning process, offering background on the planning initiative, long-range institutional goals, action plans for academic effectiveness, student services, enrollment, community relations, administrative improvement, and resource utilization. Part IV details the current status of planning by academic departments. For each of seven departments, a description is provided, along with information on the use of advisory committees, course updating and new programs, and appended material on course sequences and relevant research. Finally, part V reviews the planning activities of 1981-82 and offers projections for the future. A questionnaire used to assess learning/media center activities is included. (LAL)

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SCHENECTADY COUNTY COMMUNITY COLLEGE

ACADEMIC MASTER PLAN
1983 - 1986

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An Activity Funded under the Strengthening Developing Institutions Program (Title III)
U.S. Department of Education

JC 840 088

SCHENECTADY COUNTY COMMUNITY COLLEGE

ACADEMIC MASTER PLAN

1982 - 1986

Date Submitted:
June 1982

ACADEMIC MASTER PLAN

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PRESIDENT'S STATEMENT

The nation's colleges and universities have proved to be both enduring and adaptable. They have always accepted a leadership role in society and have deflected pejorative forces. Over the years, they have also accommodated change and actively pursued renewal. Moreover, institutions of higher education have passed through a number of significant periods of unrest and resultant development. If history is a fair judge, the current issue is not whether colleges and universities will survive; instead it is what their purpose and nature will be in the decades of the 80's and 90's. A related question is whether we simply wait for environmental change to occur and then modify our institutions accordingly. If we want control over institutional direction, it is necessary to plan and to manage in a rational decision-oriented manner. Ambitions should be reassessed while institutions plan to condition and promote quality through their strengths.

If institutions, particularly community colleges, are to plan well, they must conduct a carefully considered review of their values, ambitions, and image. They must carefully examine the nature of the external environment in which they operate. They must look inward and assess their strengths, weaknesses and balance. And they must begin taking a broader view of themselves as organizations in the public trust which serve a variety of important social aims. Moreover, colleges and universities must begin to more fully understand the nature of their many activities, their multifunctionality, and the means of managing diversity. They must also become more informed about their role in the education enterprise and the effects of their competition and cooperation with other institutions. Increased knowledge of clientele groups and external public groups is increasingly important. Next, colleges and universities of today must learn to position themselves to provide a high level of quality programs and services to a carefully defined clientele. Institutions must then select those strategies which will carry them into the future with a minimum of wasted resources. Above all, institutions must keep a keen vigilance for opportunities to provide additional services to society.

As I have often stated, the nation's colleges and universities will find strategic planning appropriate for meeting these requirements. This rather detailed document represents the first major effort on the part of the faculty and staff of Schenectady County Community College to project itself and its academic programs into the foreseeable future.

The continued survival and growth of any organization faced by a rapidly changing environment require the development and monitoring of a long term plan. The Board of Trustees formally recognized this need and, through its Long-Range Planning Committee, coordinated the adoption of a revised mission statement, a statement of educational philosophy, and a set of goals for the institution. Those policy actions are referenced in sections of this Academic Master Plan and they serve as the basic plan for answering the challenges of the next decade.

This first major effort at developing a detailed academic master plan has resulted in the production of a guide for the development of programs for the College, and a gauge for monitoring progress against stated objectives. This plan shall be updated on an annual basis through the coordinated activities of the College Board of Trustees, College Planning Team, Analytical Studies Group, and the various departmental Planning Teams.

It is intended to be a living document that reflects the best possible estimates of the community's educational needs and the best possible judgment of how Schenectady County Community College can best serve those needs.

Needless to say, the resource base will determine the extent to which the plans reflected in the following pages can be developed and implemented. And, as is true of any first effort, there will be the necessity for modifications and shifts in direction in later revisions. We can all take comfort in the fact that this is an honest attempt to exercise some control over the future of Schenectady County Community College.

I must express my sincere appreciation to all members of the college community who contributed to the production of this planning guide.

Wright L. Lassiter, Jr., Ed.D.
President

II. INTRODUCTION

INTRODUCTION

HISTORY OF THE COLLEGE

In July of 1965 the County Board of Supervisors of Schenectady authorized the appointment of a forty-nine member Community College Study Committee to determine the feasibility of establishing a community college in Schenectady. Eighteen months later the Committee recommended favorably, and on October 12, 1967, the Board of Trustees of the State University of New York approved the County Board's petition to establish the College.

In February 1968, the Van Curler Hotel filed a petition of bankruptcy and on June 10, 1968 the County acquired the hotel as the site of the College. The State gave as a gift the parking area across from the Binnekill Creek and the General Electric Company also gave the College land. Within the next 14 months the building was remodeled and refurnished and a full faculty and administrative staff were engaged.

The doors of the College were first opened to students on September 17, 1969, with an enrollment of 650 full-time and 612 part-time students. In February 1970, the initial president resigned and an acting appointment was make. In July, 1970 the former Dean of Instruction at Mohawk Valley Community College was appointed President. At the beginning of the fall term of 1970-71 instruction was offered in Business Administration, Liberal Arts, Mathematics and Science, Accounting, Electrical Technology, Hotel Technology, Police Science, and Secretarial Science to 1,052 full-time students and 769 part-time students. At the College's first commencement in June 1971, 159 students were graduated.

A significant development during the 1970-71 year was the College's participation in the State University of New York's Full Opportunity Program. Also in 1970-71 the faculty and professional staff formed the Faculty Association as a collective bargaining representative unit.

During 1971-72, Associate in Applied Science curricula in the areas of Human Services and Management Engineering Technology were approved for introduction in the fall of 1972. These represented the first curricula additions.

In September of 1972, the College established a program of Cooperative Education for matriculated students in seven career curricula. Freshmen students in the designated areas reported to full-time, salaried jobs during one quarter in each of the two years as part of their degree requirements under the new Cooperative Education program.

Also in September of 1972 the College assumed operation of the State University of New York Urban Center in Schenectady. That outreach service unit is now known as the Outreach Counseling Center and is administered by Schenectady County Community College under a contract from the State University of New York Central Administration.

In 1972-73 the College initiated an Early Admissions Program through which qualified high school seniors could enroll at the College on either a full-time or part-time basis.

During 1973-74 the College and a consortium of capital area colleges, called the Hudson-Mohawk Association of Colleges and Universities, agreed to a reciprocal arrangement whereby students could cross-register to take courses tuition free at any member college.

A Reading Laboratory was initiated during 1973-74 to provide remedial help to freshmen English students. A small remedial math lab was also established at the same time.

In February of 1974, the College received full accreditation by the Commission of Higher Education of the Middle States Association of Colleges and Schools.

In 1974-75 the approval of two new academic programs were among the most unique and important results of that year. One was the unique agreement

between the prestigious Crane School of Music at the State University College at Potsdam and Schenectady County Community College, which established a curriculum in Performing Arts - Music. The formal agreement between Schenectady County Community College and the New York State Bar Association to study the need for paralegal programs across the State, and the subsequent approval of the associate in applied science degree program for Paralegal Assistant at the College was another landmark achievement. The curriculum in music became effective on September 1, 1976 and the paralegal program became effective on September 1, 1975.

The Library converted the cataloging of books to a computerized system via the Ohio College Library Center system during 1975-76. Also in that year the Library became affiliated with the Capital District Library Council.

An associate degree program in Civil and Public Service was approved by the State University Board of Trustees and registered by the State Education Department during 1975-76, with a scheduled commencement date of fall, 1976.

On November 10, 1976 the County Board of Representatives approved a new construction program for the College which was to provide a new multi-purpose building that would house the Library and Media Center; the Department of Music; a television studio and facilities for dial-access retrieval of catalogued programs; a multi-purpose room that could provide accommodations for 250 persons in an auditorium setting, or two divided rooms of 125 each; facilities for the drama program; and a lobby that also serves as a major reception area. Associated offices were also planned in the new building. The new construction program also provided for expanded parking facilities that would provide parking for up to 1,000 cars, and outdoor recreation and athletic facilities. The new construction program was completed and a formal dedication of the new facilities was held on August 26, 1978, with the dedicatory address being delivered by Dr. Clifton R. Wharton, Jr., Chancellor of the State University of New York.

During the 1976-77 academic year the College completed the groundwork for a degree program in Fire Protection Technology, and made plans to admit matriculated students during the 1977-78 academic year.

Three professional staff members received statewide recognition by being named recipients of the State University Chancellor's Awards for Excellence. David M. Hughes, then Assistant Professor in General Education, received the Award for Excellence in Teaching, Karl A. Zipf, Dean of Administration, was among the first state recipients of the Chancellor's Award for Excellence in Administrative Services, and Ruth Fraley received the Chancellor's Award for Excellence in Librarianship. Later recipients of such distinguished awards have been Richard A. Leveroni, Associate Professor of English, for Excellence in Teaching, and Thaddeus Raushi, of the College's counseling staff, for Excellence in Professional Service. These individuals have continued in their assignments at the College, with the exception of Ruth Fraley.

During the 1977-78 academic year the College completed an investigation into the feasibility of instituting a degree program in Nondestructive Testing Technology. After a survey of manpower needs on a local, regional and state-wide basis, this program was formulated with the active encouragement and cooperation of the General Electric Company in Schenectady. The College thus became one of only two two-year colleges east of the Mississippi to offer this significant new curriculum that leads to an Associate in Applied Science degree. The program became effective in the fall of 1978 and has enjoyed a record growth and continued support from the General Electric Company.

On June 29, 1979 the College was notified that its accreditation had been reaffirmed by the Middle States Association of Colleges and Schools. Specific plans were to be developed and implemented by the College in several areas and a Periodic Review was scheduled for 1984.

In parallel with the Middle States action, the degree and certificate programs of the College were re-registered by the State Education Department during

the 1978-79 academic year.

Due to the resignation of the College's President, the Board of Trustees named Dean of Administration, Karl Zipf, as Acting President for the 1979-80 academic year. The Board of Trustees also took action to discontinue the Co-operative Education Program which ended in fall 1979, and to adopt the semester calendar effective September 1, 1980.

On April 7, 1980 the Board of Trustees announced the selection of Dr. Wright L. Lassiter, Jr., as President with his term of office to begin on July 14, 1980. Under the leadership of its new President, the 1980-81 academic year was a year of many accomplishments for the College. It was a year characterized by the initiation of new programs and services, major changes in some curricula, the redefining of the College's mission, an overall improvement in the educational services of the College, and the ground breaking for a comprehensive planning initiative.

The new President's view of the College was that it must be prepared to respond rapidly to future changes as well as be positioned to initiate change within the educational community it serves. To do so, he felt that the College had a need to more directly market the programs that serve the community. He also saw a need to identify and be responsive to the needs of new education consumer groups. For these reasons, one of the President's priorities became improved communications and planning. He attempted to establish, and then embellish, the concept that cohesive efforts toward a well-articulated mission and associated objectives would hold great promise for the continued growth and acceptance of Schenectady County Community College. As a result of President Lassiter's leadership and the new concept of the College that he was creating, the College community took the following initiatives during 1980-81:

1. The development of specific measures to strengthen the operations of the Board of Trustees, which included the naming of a long-range planning committee for the governing board.

2. A major campaign to improve the public image of the College through improved internal and external communications. This effort caused the President to take the lead in a number of new ventures for this institution and set a personal example.

3. A new degree program in Culinary Arts and a new certificate program in Theatre Management were begun.

4. The creation of the College Executive Council as a major vehicle to modify the governance system of the institution.

5. A review and strengthening of the administrative operations within the major divisions of the College.

6. Aggressive marketing and recruitment activities that resulted in the largest total enrollment in the 11-year history of the College. The enrollment for the fall of 1980 represented a 39% increase over the previous year.

7. The initiation of a time-shortened admissions program.

8. The presentation of a local Nobel Prize recipient as the commencement speaker and the awarding of a total of 303 diplomas and certificates, the largest graduation class in the history of the institution.

9. A basketball team that won the conference championship for the first time in the history of the College.

10. The establishment of the President's Council, the Open Door Period for the President's Council, and the monthly meetings with the student leaders -- activities that served to strengthen the bonds of community within the institution.

11. The awarding of 5- and 10-year service certificates to eighty-seven members of the faculty and staff.

12. Strengthening of the advisory committee concept.

As a result of the discontinuance of the Cooperative Education Program in 1979, the adoption of the semester calendar for the 1980 academic year, and the actions described above, the College experienced a surge in enrollment for two successive years. It also began witnessing a reversal of many previous negative conditions which had created a decline in the community's acceptance of the College. As a consequence of growing enrollments and renewed interest in

in the College on the part of the community, the President saw a need for a complete review of the curriculum and concerted action on the part of the College's administration to respond positively and effectively to the needs of students and community.

During the 1980-81 academic year the President sought and won the designation of the College as a developing institution by the Department of Education under Title III of the Higher Education Act of 1965. The College was awarded a grant of $75,000 to engage in a systematic planning and budgeting process for the 1981-82 fiscal year. This represented the first Federal grant received by the College, exclusive of student financial assistance, and allowed the College to engage for the first time in a comprehensive and long-range planning process.

To kick off the preparative activities for the long-range planning activity, the members of the newly established Executive Council and the members of the Board of Trustees' Long-Range Planning Committee participated in a planning retreat in December 1980. From the work done during the retreat, the administration launched a major effort to develop by the end of that academic year a revised master plan for the College that included the following activities:

Drafting of planning objectives and guidelines,
Drafting of a revised statement of the philosophy of the College.
Drafting of a revised mission statement for the College.
Drafting of a statement of institutional goals.
Publication of the first draft of the SCCC Planning and Budgeting Guide.

The formal planning and curriculum review process began in September 1981. A Coordinator for Curriculum Review was hired to coordinate the program review and planning activities. An Office of Institutional Research was established and a Director of Institutional Research was appointed. A community needs survey questionnaire was developed to gather data from the community that would be

used in the reviewing and planning process. Nine planning committees were established to examine the academic departments and the support units. The planning committees were charged with reviewing their respective department's or unit's activities, analyzing the current academic programs for strengthening, and developing new programs that would enhance the College's mission and purpose. The committees met throughout the 1981-82 academic year and have completed their first year's mandate.

This academic master plan is a description of the accomplishments of the academic planning committees from September 1981 to June 1982. Its purpose is to inform the College community of what its joint efforts have achieved and to suggest the directions that program planning might take over the next five years.

PHILOSOPHY OF THE COLLEGE

The operation of Schenectady County Community College as a component of the State University of New York is based on the belief that each high school graduate, or otherwise qualified person in the institution's service area, should have access to higher education opportunities. The College is committed to providing this accessibility through an open admissions policy, a comprehensive range of programs and services based on individual student and community needs.

Accenting the College's commitment of providing accessibility to higher education opportunities is a dedication to an efficient and effective management system to ensure that the programs and services are of the highest quality and that the total operation of the College is highly accountable as a public institution. Basically, Schenectady County Community College desires productive social change and stimulated intellectual inquiry in an effort to improve the overall quality of life for the masses of people in the Capital District of New York.

The College's open enrollment admissions, full-opportunity policy provides for persons with high school diplomas and equivalency certificates to enter a degree program, and for other persons who are capable of benefiting, to enter programs of continuing education and community service. Also, as a part of the open admissions policy, the College tries to keep the cost for the student as low as possible, and proposes to provide a comprehensive program of financial assistance for needy students.

Keeping the people informed about the various educational opportunities available to them, and motivating them to take advantage of these offerings is a major challenge accepted by the College. The College assumes an obligation to maintain delivery systems whereby all programs and services are

generally accessible to the people in the Capital District. The College recognizes that to meet this obligation, programs and services must be offered not only on campus, but at appropriate off-campus sites. The College takes pride in admitting a highly diversified body of students from all walks of life and in providing opportunities to satisfy the students' needs.

The College believes that its comprehensive array of programs and services should include opportunities for students to complete two years of college work at this institution in university-parallel programs, and to transfer with minimum difficulty to four-year colleges and universities at the junior level. Also, the curriculum should include career technology programs that prepare students for immediate gainful employment in the world of work. The College believes in awarding students who complete either a university-parallel program or a career technology program an appropriate associate degree or certificate. The College accepts the responsibility for offering the three groups of associate degrees accepted in New York State; transfer degrees, which include large components of general education; career technology degrees, which include a mixture of career skills courses and general education; and occupational degrees, which may consist entirely of technical courses.

The College encourages students graduating in a career technology program to acquire a representative amount of practical work experience. Related to this is the College's belief that the associate degree from Schenectady County Community College should, without question, be meaningful and that each person receiving a degree should have achieved certain basic skills and have attained specified competency levels.

Schenectady County Community College encourages full participation in the educational program of the College and provides remedial instruction in several areas for those students who need assistance. The College, through

advisement and referrals by individual faculty members and counselors, affords the students the full spectrum of educational opportunities.

In addition to providing credit programs leading to certificates or degrees, the College is committed to providing a broad range of continuing education programs including non-credit courses, seminars, workshops, and conferences for individuals desiring additional education and professional growth, or personal enrichment. Likewise, Schenectady County Community College strives to be an institution through which the entire service area will receive cooperation, help, and encouragement in individual and community development.

The College is committed to a well-planned and well-managed program of student development activities to complement the comprehensive curriculum. These include financial aid, counseling, athletics, career placement, and student activities which will provide students with maximum opportunities to grow emotionally, socially, and culturally. An awareness of the dignity and individual worth of each student is paramount and at all times provides the foundation on which the College bases all activities designed to help students reach their fullest human potential, so that they may use their assets more fully and thus live more effectively.

In managing the open admission, full-opportunity program, the comprehensive curriculum of programs and services, and the program of student development activities, Schenectady County Community College seeks to work in concert with area high schools, vocational technical schools, other colleges and universities, businesses and industries, and other educational and community agencies to maintain effective programs of articulation.

Schenectady County Community College is committed to an effective and efficient management system. As an equal opportunity and affirmative action employer, the College strives to identify and employ the best qualified faculty

and staff available. The College seeks individuals who not only have outstanding academic credentials, but also believe in high quality services and programs, and possess such personal traits as self-discipline, initiative, cooperativeness, and a desire for hard work, and who also have a genuine concern for the welfare of students and an understanding of the comprehensive community college.

Schenectady County Community College subscribes to a well-defined and implemented management by objectives and evaluation system, whereby goals and objectives are established and sound decisions are made that are consistent with the needs of the student and community, and are in accord with the directives rendered in policy form by the governing board. The College believes in a "participatory governance" system whereby students, faculty, staff, and the general public all have an opportunity for input into the decision-making process and curriculum planning. The College endeavors to maintain a committee structure and communication channels through which input can be provided and an attitude of openness can prevail. The management system is accountable, yet innovative and open for dialogue, constructive criticism, and feedback. The system considers the present, but allows planning for the future and is responsive to various state agencies and elected officials to ensure that the public's tax dollars are being utilized in a highly efficient manner. Further, the management system recognizes the value of each individual in a given position, and affords an individual the opportunity to do the best possible job within his or her capability. Also, Schenectady County Community College stresses professional and personal development on the part of each employee and strives for improvement in the management system, a process of continuous evaluation that must be developed and maintained.

The foregoing Statement of Philosophy was adopted by the Board of Trustees and the College Executive Council at the institutional planning retreat held in Rensselaerville, New York on December 4-5, 1980. Later in December at the Board of Trustees' monthly meeting, the Statement of Philosophy and the following Official Mission Statement were both approved.

OFFICIAL INSTITUTIONAL MISSION STATEMENT

Schenectady County Community College operates as a comprehensive community college under the program and standards of the State University of New York. Sponsored by the County of Schenectady, the College's programs are approved by, and registered with, the New York State Education Department, and the College is authorized by the Regents of the University of the State of New York to award certificates and associate degrees.

The primary mission of Schenectady County Community College is to provide comprehensive higher education and adult education opportunities of the highest quality through academic, career-technical, professional, and personal enrichment programs in response to local educational needs and at low cost to students.

In striving to achieve this primary mission, Schenectady County Community College affords students the opportunity to receive Associate in Arts (A.A.), Associate in Science (A.S.), Associate in Applied Science (A.A.S.), and Associate in Occupational Science (A.O.S.) degrees in college parallel or career technology programs. Also the College provides students the opportunity to achieve certification in specialized career fields, or personal development activities.

More specifically, Schenectady County Community College provides:

1. College parallel programs that prepare students to transfer two years of college work to four-year colleges and universities.
2. Career technology programs that prepare students for immediate employment.
3. Continuing education and community service programs for students striving for professional growth or personal enrichment.
4. Public service activities provided in support of community development.
5. Developmental education for students with special academic needs.

6. Student development activities including cultural programs, financial assistance, counseling services, and intercollegiate athletics.

7. An effective and efficient management and delivery system to ensure maximum accessibility to these comprehensive programs and services to all people throughout the Capital District at the lowest possible cost.

STUDENTS SERVED

Past, Current and Projected Enrollment: The combined full- and part-time enrollment of Schenectady County Community College reached a peak of 3,042 (headcount) in the 1976-77 academic year. For the next three academic years the enrollment declined each year until it reached the level of 2,520, or an overall decline of 17.2% in three years. Three factors were generally cited as being responsible for the decline in the number of students: a mandatory cooperative education requirement; the limited course offerings of the College; and a quarter system that did not facilitate articulation with other institutions.

Policy decisions to correct the three foregoing factors and the beginning of the new administration in the summer of 1980 precipitated significant changes at the institution and the fall enrollment for 1980-81 exceeded the enrollment for the previous year by 39%. The 1980 freshman class exceeded by 35% the freshman class of 1979.

For the 1981 spring semester, the College experienced an increase in enrollment of 7% over the fall semester.

Based on the experience of 1980-81, the College administration projected an increase in enrollment of 10.5% for the fall of 1981. Final registration data for the fall 1981 semester reflected an actual increase of 21.9% over the previous year. An increase in headcount enrollment of 21.5% was experienced in spite of the dismissal of 176 students for academic reasons at the beginning of the second semester, 1981-82.

The College administration submitted the following projected enrollment levels to the State University of New York central administration, as a part of the system-wide master planning activities. The data for the College were based on a combination of factors to include: single application rate

program plans and changes, new program offerings, demographic data, trends published by the State University of New York and the State Education Department, and statistics from the Department of Labor - New York State.

Planned/Projected Enrollment Summary

Current -	1981-82	2,049.0 FTE
Planned	1982	2,095.6 FTE
Planned	1983	2,148.7 FTE
Planned	1984	2,169.6 FTE
Planned	1985	2,199.9 FTE
Planned	1986	2,184.3 FTE

Factors that constituted the rationale for the enrollment projections included the following:

a) A demonstrated pattern of enrolling an increasing percentage of Schenectady County residents. Each year we enroll a greater percentage of college-bound residents, and based on feedback from guidance counselors and principals we have not reached the height of our potential. This conclusion is supported by the following trends as reflected in application data for the 1982-83 fall semester.

b) The number of total single applications processed through the central Application Processing Center of the State University for this College is up 18.5% compared with last year. This is the third highest performance level among community colleges.

c) The number of total fall applications has increased by 72% when data for March 1981 are compared with data for March 1982. This is a complete reversal of the pattern where students applied to SCCC as a last choice.

d) The addition of several new programs, and plans for others, both in the career and transfer areas, that have served, and will continue to serve as an attraction for this institution.

e) Planned efforts to strengthen our retention rate with an improved program of remedial studies and academic and personal counseling.

f) The increasing attractiveness of the college as a vehicle for job training that impacts favorably on the certificate programs and selected occupational curricula.

g) The definite trend to view this institution as a transfer vehicle, even for students who do not remain at the College until the terminal point of receiving a degree. Our support for this trend stems from two primary sources: (1) the continued pattern of enrollment growth for the second semester of each year, (2) the fact that we experienced a major increase in summer enrollment for both 1980 and 1981, and because in 1981 75% of the enrolled students had not previously been students at the College.

h) A growing pattern in New York State for parents and students to plan for higher education by selecting a quality institution at the community college level for the first two years. This trend should work in the favor of this institution as the national trend toward reduced student financial aid continues.

Enrollment by Sex: The College has characteristically enrolled a larger number of part-time than full-time students. We expect this trend to continue over the next five years, however we project a continued growth in full-time students. The overall ratio of male students to female students is 46.2/53.8. We project this trend to also continue. However, it should be noted that male full-time students outnumber female full-time students by 3.7%.

Age: The students at Schenectady County Community College are distinctly older, on average, than the traditional college freshman. Indeed, the average age for full-time students compares with the traditional age for graduation from a baccaluareate institution. The table that follows reflects the average ages of students at the College:

AVERAGE AGES OF SCCC STUDENTS

Average age - full-time male	21.86
Average age - full-time female	22.95
Average age - SCCC full-time student	22.36
Average age - part-time male	28.68
Average age - part-time female	32.05
Average age - SCCC part-time student	30.65
Average age - all males	25.26
Average age - all females	28.65
Average age - all students	27.06

This trend is projected to continue in the foregoing general range.

ACT Class Profile: The ACT Class Profile of 1980-81 full-time enrolled freshman reveals some special needs of students at this College. The typical student in this group had an ACT composite score of 15.0 and an high school average of 2.5. This compares to national averages of 18.7 and 3.0 respectively (enrolled freshman norms). Their need for help was expressed as follows: educational and vocational plans - 33%; writing - 44%; reading - 46%; study skills - 53%; mathematics - 59%; and personal counseling - 41%. A total of 31% expressed interest in independent study (a factor of the advanced age of the SCCC student); 10% expressed interest in Honors courses; 15% expressed interest in some foreign language study; and 28% expressed some interest in advanced placement.

Special Needs: The typical student at this College is employed at least part-time. Many full-time day students are employed full-time. At least 59% of the evening students are employed full-time, plus 13% are full-time housewives. In the previously cited ACT class profile, expectations of working at a job during the school year and expressing need for help in finding a school-year job were held by 55% of the students. Also, 73% expected to apply for financial aid.

Financial aid statistics show at least 82% of full-time students are receiving some kind of financial aid through the College.

Among the current student body, 82 have been identified as disabled. Because of its former status as a hotel and the availability of extensive elevators, the College is easily accessible to students confined to wheelchairs. The majority of handicapped students are confined to wheelchairs.

Ethnicity: Schenectady County Community College serves a predominantly Caucasian student clientele. Within this predominate student pool the following national origins are represented; Poland, Holland, Ireland and Italy. However, students are represented from Black, Hispanic, Asian, American Indian

and other non-resident alien groups. Current ethnic data reflects a minority (Black) population of 3.5% in the city of Schenectady, and 2.2% in the county. The minority population of 142 students at the College for the current term represents an increase of 30.3% over the 1980-81 fall enrollment level, and gives another index of support for the projected enrollment level of the College. The socio-economic status and the educational background of the majority students place added pressure on the College to provide remedial and reinforcement experiences.

We project the trend to enroll more of the minority population to continue. We recognize this trend as a special student characteristic at this institution. It should also be noted that the College was one of seven in the State University of New York System to record a rate of growth in minority students that exceeded the systemwide average for the last three years.

Geographical Representation: The College continues to attract students from Schenectady County in increasing numbers. The fact that approximately one-third of the current enrollment represents counties other than Schenectady is an indication of the growing interest in the programs and services at the institution, as well as a manifestation of the level of service provided by the College. As the College proceeds to complete a major examination of the current academic offerings, we are confident that we will be even more attractive to students from our major service areas in the future.

Other Factors Affecting Mission and Students: The most significant factor is the national economy and the projected reduction in student financial aid. The already developing trend of more students applying to this institution, and only this institution for college-level study may be an indication of a

shift from residential college study to local college study. Also, this development is a continuation of the reduction that began in 1980 of New York State residents who go out-of-state for college study.

Our Educational Objectives

Schenectady County Community College is committed to providing the quality instruction, resources, and encouragement necessary for students:

1. to develop communication skills which enhance one's ability to read with comprehension, write concisely, think logically, and speak clearly and forcefully.

2. to achieve an understanding of the humanities, the natural, social, and physical sciences, and the technologies.

3. to identify realistic educational and career objectives.

4. to cultivate attitudes, habits, and interests that encourage lifelong learning.

5. to develop awareness of the individual's role in, and responsibility to, the community and the society in which he/she lives.

TO LEARN -- TO SEARCH -- TO SERVE

III THE PLANNING PROCESS

THE PLANNING PROCESS

Background of the Planning Initiative

The Middle States Accreditation Report of 1979, while reaffirming the College's accreditation, confronted the College with a series of significant shortcomings in its operations. The management style of the insitution's administration was viewed as being overly centralized and rigid. The visiting team also observed that there was a need for increased participation on the part of senior administrators and more reliance on facts in the decision-making process. Reward systems were suggested in order to encourage greater participation on the part of the faculty in governance. Systematic planning and continual review and evaluation of programs were strongly recommended. In order to give the College time to begin correcting the deficiencies, the Middle States Association's report announcing reaffirmation of accreditation also indicated that a follow-up visit to the College would be made.

Areas of concern of the visiting team were:

1) Long-range planning
2) Measuring of outcomes
3) Internal communications

Dr. Robert Kirkwood visited the College on November 7, 1980 and on December 16, 1980 the College received formal notification that satisfactory progress had been made in two of the three areas, internal communication and long-range planning.

The College's academic programs were also examined and re-registered by the State Education Department in 1978-79 and the institution was mandated to submit annual program registration reports.

In August 1981 the mandate to submit annual reports was lifted as a result of the progress the College had made towards meeting the requirements of the State Education Department.

Throughout the 1980-81 academic year, the College continued to make significant improvement in its internal and external communications. The College launched several pilot projects (Career Life Skills Center, Displaced Homemaker Project, Remedial Labs, Small Business Training Network), forged linkages with local industry, and encouraged methods for the improvement of teaching. Creative and aggressive use of the College's resources was required to make these advances. In addition, the College was aggressive in seeking new resource outlets.

The College did have strengths which provided it with definite advantages in fulfilling its mission. Accessible facilities, low-cost tuition, and high academic standards upheld by a dedicated faculty were clearly assets. There was also the emergence of administrative strength and improved communication among faculty members, administrators, board members and students.

While there had been improvements since 1980, a number of concerns remained in sufficient strength to be perceived as factors that might inhibit future progress. Student retention was less than educationally acceptable. Following the major program changes that resulted from the demise of cooperative education emphases, academic programs needed review and improvement in light of student needs, demands and the new directions of the College. Growth in student FTE's was rapid, causing a strain on fiscal resources and facilities. Communication of needs and ideas, both within the College and between the College and the community, was improving but continued efforts were needed to raise the image of the College. There was no long-range plan to guide the changes that were emerging and to serve as a base for new policies and procedures.

Along with these problems, there were a number of social and economic factor affecting the College. There was an increase in the number of adults returning to school after long periods of homemaking, and/or employment, bringing with them academic needs that differed from those of the recent high school graduate. Inflation, rising energy costs and belt tightening of funding agencies were all having a restrictive effect on the College budget at a time when the enrollment had significantly increased. Area colleges were in stronger competition with each other for new students. The College had to become and remain attuned to these environmental concerns in order to respond to a new, more diversified market in the eighties.

The development of a revised Long Range Plan designed to rectify the dificiencies commenced in the fall of 1980 and intensified with the awarding of a SDIP planning grant at the beginning of the 1981-82 fiscal year. The full range of institutional functions which affected the College's ability to educate were to be closely and critically analysed.

The principal objectives for the year were to:

1. develop a short range plan for the College that would be reflected in the 1982-83 operating budget.
2. develop a five-year master plan for the College.
3. develop a supporting academic master plan to the five year master plan.
4. conduct a needs assessment survey and economic impact study in order to provide needed background data for academic and institutional planning.
5. begin a systematic reviewing of all academic programs.
6. begin the development of new academic programs responsive to the needs of the community.

The planning and curricular review activities were carried out through the coordinated action of nine planning committees: five departmental planning committees, a continuing education planning committee, a library planning committee, a student services planning committee, and an administration planning committee. The five departmental planning committees were charged with the review of their programs and the identification of new programs which would meet the needs of a changing and expanding student population.

A Coordinator for Curriculum Review was hired on the Title III Developing Institution's grant in September and was charged with coordinating the planning and curriculum review/development activities of the nine planning committees.

A community needs assessment survey was begun in September and concluded in December. The purposes of the needs survey were to gather from selected groups in the community information concerning how well the College was meeting the educational needs of the student body and the local community and to identify new program directions for the next five years. The information was to be used in the departmental planning process to confirm the need for some of the new programs which were in the initial stages of development during the 1981 academic year. The community needs assessment survey was conducted as an activity of the Office of Institutional Research under the guidance of the Director of Institutional Research with assistance from the Coordinator for Curriculum Review. The data provided by the survey will be used through the Office of Institutional Research to guide and inform the college community in

planning its academic program and improving support services over the next five years.

There were four general parts in the survey, each with a number of questions and space for comments. The first general part asked, "In your opinion, of how much importance are the following factors in a person's decision to attend college?" The factors included cost of tuition, travel expense, prestige of the college, quality of teaching, financial aid, etc. Respondents had a choice of five answers to circle.

The second general question was "What does the community expect from Schenectady County Community College?" Career programs, transfer programs, counseling, open admissions, maintenance of academic standards, etc., were to be ranked on a five-point scale from no importance to extreme importance.

"In your opinion, what demand is there in the community for new or intensified services from Schenectady County Community College?" A wide range of possibilities was listed, again with a five-point answer range, and space provided for comments and suggestions. Study abroad, new programs in industrial technologies, college advertising media choices, Week-End College, and non-credit self-development courses were a few of the items listed.

The fourth general question was, "In your opinion, how well is Schenectady County Community College serving the community?" The respondent was asked to circle "agree", "disagree", or "no opinion" concerning a list of statements about the College, its programs, its advertising, facilities, student satisfaction, job placement, etc. Comments were solicited as well.

About 3,800 questionnaires were mailed to individuals, the bulk in Schenectady County and smaller numbers in Saratoga and Albany Counties. The returns were about 38%. The data is being analyzed in terms of four groups: SCCC students, SCCC staff and closely related groups, high school counselors and administrators, and selected organized groups in the community.

When the statistical analysis is completed and the collating and consideration of the comments are finished, SCCC should have very useful indications of the perceptions of the surveyed groups in the community concerning how well the College is providing current services, what expanded or new services the community wants from the College, and what factors are most important in the decision to attend college. The completed survey results will be made available to the public.

LONG-RANGE INSTITUTIONAL GOALS

In order to guide the planning process and enable the College to fulfill its mission, the following long-range goals were established for the College. The success of the College over this five year period of systematic planning will be measured against these goals.

A. GOALS RELATED TO ORGANIZATION, MANAGEMENT, GOVERNANCE, AND EXTERNAL RELATIONS

1.0 To develop and maintain an effective and efficient management system.

2.0 To develop a continuing cooperative relationship among faculty, administration, students, and Board of Trustees.

3.0 To maintain operations on a decentralized basis with effective communication networks. To foster collegiality and shared authority.

4.0 To develop and maintain effective communications with external constituencies, agencies, and legislative bodies.

5.0 To train and upgrade the level of efficiency of the College personnel in management system procedures and practices.

6.0 To implement a systematic planning, management, and evaluation (PME) system which includes key college administrative units.

7.0 To design and install comprehensive transactional and management information systems which provide the data needed to support PME.

B. GOALS RELATED TO PROGRAMS

8.0 To expand and strengthen the Department of Humanities and Social Sciences; the Department of Business and Law; the Department of Mathematics, Science, Technology; the Department of Music; and the Department of Hotel Technology and Culinary Arts.

9.0 To develop, implement and maintain effective instructional techniques.

10.0 To insure that the educational services and programs effectively meet the needs of the various segments of the sponsoring community.

11.0 To maintain qualified faculty.

12.0 To act as an educational, cultural, and recreational resource to the community.

13.0 To provide the citizens of the College service area with need-based instructional, public service, and research programs. As related to instruction, "need-based" refers not only to manpower requirements and employability, but also those programs and courses essential to broad educational experiences.

14.0 To maintain a distribution of courses and programs on the basis of institutional mission and efficient use of resources.

15.0 To establish quality control systems which will enhance and maintain the desired level of quality of all programs.

16.0 To improve and expand existing systematic academic counseling and advisement programs for the student body.

17.0 To establish and maintain an Honors Program for those students with higher academic potential and abilities.

18.0 To increase the library holdings, including microfilms, microforms, and periodicals, to the level of 55,000

ALA BVE, which represents the maximum capacity of the present facility.

C. GOALS RELATED TO STUDENT SERVICES

19.0 To increase the physical accessibility of course work to the citizens in the College service area.

20.0 To maintain admission requirements and policies consistent with the institutional mission.

21.0 To provide support services necessary to increase the retention rate, improve basic academic skills, and increase employability of graduates.

22.0 To enhance student growth and motivation.

23.0 To maintain qualified student services personnel.

24.0 To provide for the efficient and effective processing of students through the establishment of needed data systems.

25.0 To design and implement an automated records maintenance system for the active and inactive records of the Financial Aid Office and the Office of the Registrar.

26.0 To design and install a comprehensive, computer-based system for tracking the academic progress of students receiving financial aid.

27.0 To extend and intensify the College's recruitment efforts so as to admit a greater percentage of recent high school graduates from the immediate service area.

28.0 To expand Career Planning and Placement Services for all students and alumni requesting the service.

29.0 To expand need-based counseling services to all students requiring such services.

D. GOALS RELATED TO INSTITUTIONAL ADVANCEMENT

30.0 To design and implement a comprehensive, cohesive program of support which will increase selective giving to the College.

31.0 To prepare and disseminate to the Capital District community publications, audio-visual materials, speaker services, and other appropriate communication elements that outline and explain the College's current mission, programs of instruction and public service, accomplishments of faculty, staff and students, and historical information.

32.0 To provide essential support services to the alumni of the College through the establishment of an alumni affairs unit.

33.0 To continually seek external funding resources in order to move the institution from a "developing" to a "developed" state.

D. GOALS RELATED TO CONTINUING EDUCATION AND PUBLIC SERVICE

34.0 To expand the educational opportunities available through the Division of Continuing Education and other non-traditional college programs.

35.0 To expand internships, cooperative and outreach programs that address specific service needs of the Capital District community and relate to the educational programs and mission of the College.

36.0 To expand the non-credit offerings; contract course offerings; services to the business community (specifically the small-business sector); services to the female populace (i.e., reentry groupings, career changes, etc.).

E. GOALS REALTED TO PERSONNEL

37.0 To develop human resources of the College and achieve maximum effective utilization of those resources.

38.0 To provide compensation and fringe benefits to personnel commensurate with the levels in comparable markets and institutions.

39.0 To provide supporting programs and monitoring systems to insure affirmative action and equal opportunity.

F. GOALS RELATED TO FINANCIAL & FISCAL MATTERS

40.0 To develop and maintain physical facilities which are adequate to support the institutional mission.

41.0 To increase the level and quality of equipment and support services employed in the College's primary programs.

42.0 To achieve energy efficiency in the location and operation of the physical plant.

43.0 To maintain a sound fiscal base for the College.

44.0 To obtain "catch-up" funding in areas of critical need.

45.0 To provide educational services at the lowest possible cost to students, consistent with the objective of high-quality programs and services.

46.0 To maintain strict accountability for the use of financial resources.

THE ACTION PLANS

Objectives for achieving the College's long range goals were developed for the five academic departments, the Library Resources Center, the Office of Continuing Education, the Student Services Division, and the administrative support and plant operations division. Action plans were then designed to guide the attainment of the objectives on a year by year basis. This Adacemic Master Plan documents the attainment of those action plans related to the academic division, as listed under Objective #1, Academic Effectiveness, although some of this year's accomplishments fall into the area of the other five objectives. One check mark indicates actual accomplishments to date. Two check marks indicate those activities now underway.

Objective #1. Academic Effectiveness

The College will be academically effective through quality instruction, program development, use of technology and the continuation of accreditation. The success of meeting this objective will be measured by increases in the use of technology and improved methods of teaching, the number of students finding jobs in their field, passing certification examinations, and transferring successfully to four-year institutions.

Action Plans in Progress

✔✔ 1. The establishment of explicit course and program performance objectives.

✔✔ 2. A system for monitoring programs for quality and efficiency.

✔✔ 3. The establishment of new system for advising students.

✔ 4. The development of a comprehensive Master Plan for the

total academic division with supporting departmental sub-sections.

✔ 5. A complete review of the College curriculum on the basis of programs and individual courses within each department.

Action Plans to Begin in 1982-83

1. A program to increase student awareness of academic placement guidelines, tests and opportunities for changing curricula and goals.

2. A needs assessment for the development of modular self-paced instruction in appropriate curricula.

3. A program which will provide assistance to academic departments in the use of the computer in the classroom and laboratory.

✔ 4. A program to provide remedial/developmental services to a greater percentage of the student body that needs those services.

✔ 5. A program of enriched educational experiences for well-prepared students in the SCCC Honors Degree Program.

✔ 6. The introduction of word processing instruction into the business education/secretarial science programs of the College.

7. Preliminary review of the Paralegal Studies program for approval review by the American Bar Association.

✔ 8. To introduce a new degree program in the technologies - Plastics and Polymer Technology.

Action Plans to Begin in 1983-84

✔✔ 1. Review of the Electrical Technology Program by the Accrediting Board of Engineering Technologies with the objective of being granted full accredited status by ABET.

✔✔ 2. To introduce the following new programs which will have been developed during the 1982-83 academic year.

Environmental Management - Executive Housekeeping
Dietetic Technician
Certificate program in Baking
Certificate program in Short Order Cooking
Word Processing and Word Processing Supervision
Industrial Safety Technology
Safety and Security

Retail Business Mangement
Money and Banking
Health Club Management
BUSINESS: Office Services Assistant

✔ 3. To introduce an ethics module of instruction within the Department of Business and Law.

4. To expand the inclusion of computer instruction in curricula other than the Department of Business and Law and the Department of Math/Science/Technology.

Action Plans to Begin in 1984-85

1. Successful performance during the Middle States Association Periodic Review activities.

2. A program to distribute instructional television programs on a campus-wide basis.

Objective #2. Student Services

To facilitate student success and personal growth, the College will provide appropriate campus-wide support services. The success in meeting this objective will be measured by an increase in the amount of financial aid to students, a reduction in attrition, increased interaction between College and staff and students, and positive ratings on student surveys.

Action Plans in Progress

1. A needs assessment of the services required by adult or non-traditional students.

2. A needs assessment of the services required by handicapped students.

3. A program to develop, publicize and increase the use of the College student placement bureau.

4. To reduce unplanned attrition by 10%.

5. To increase the number of students enrolling at the College through the Equal Opportunity Program by 15%.

6. To replicate the research activities of the Reentry Adult Student Project that is managed by the Two-Year College Development Center at the University of Albany. The objective of this activity is to assist two-year colleges to meet the needs of adult students reentering formal academic programs.

Action Plans for 1982-83

1. A program to involve students and staff in a preventative education program regarding the use ot alcohol and/or drugs.
2. A program to upgrade the tutoring services at SCCC.
3. A feasibility study on the expansion of day-care services.
4. A program to improve coordination among the College's student services offices.
5. Assistance to the academic division in the development and operations of the proposed College Skills Center.
6. A program to increase staff/student interaction.
7. The development of an "early warning system" for students with academic difficulties.
8. Restructuring of the Counseling Office to provide improved and coordinated counseling services.
9. The introduction of a system for data management involving the critical units of the student services division.

Objective #3. Enrollment

In response to public demand for accessible low-cost educational services and quality academic programs, the College will achieve higher enrollments and greater retention of students. The success in meeting this objective will be measured by increased yield of Freshman applicants, increased retention, greater yield of recent high school graduates from Schenectady County, and higher enrollment.

Action Plans in Progress

1. A program for recruiting minority and disadvantaged students.
2. A program to increase articulation with the Albany/Schenectady/Schoharie Board of Cooperative Educational Services (BOCES).
3. A program for increasing the number of part-time students from area industries.
4. The expansion of off-campus extension centers.

5. A program for increased involvement at Career Fairs, Open Houses, and other organized recruitment functions.

6. To develop and implement a minimum of eight additional articulation agreements with other educational institutions.

Action Plans to Begin in 1982-83

1. A marketing plan geared to specific segments of the community.

2. A series of open houses, conferences, panel discussions, workshops and exhibits to keep high school counselors and administrators up-to-date with innovations in SCCC programs and services.

Objective #4. Community Relations

In response to community needs for leadership in education, culture and recreation, the College will continue to develop the appropriate resources. The success in meeting this objective will be measured by increased community attendance at cultural offerings, favorable response to community surveys, increased public use of available facilities, evidence of greater acceptance of the College by the community, and the development and modification of programs based on community needs assessments.

Action Plans in Progress

1. Conduct a community needs assessment.

2. Conduct an economic impact study.

3. The development of an active alumni program at SCCC.

4. The establishment of the Satellite Center for Economic Education

5. The establishment of a Community Forum which will include local businesses, industries, government and community organizations.

6. An advertising campaign to inform the community about College events.

7. Collaboration with area newspapers and colleges in the development of special "college sections" in the local media.

8. Collaboration with Union College and the Schenectady City Schools to increase the community's awareness of the

resources resident in the city's two institutions of higher education and the local school system.

9. To design and submit for approval galleys of materials for dissemination to the community which give explanatory information about the role, current mission, and programs of SCCC.

10. To produce the following materials: academic program brochures, an Honors Program brochure, a sound/slide audio visual presentation, and two information/college guide brochures.

11. To design and install a system to keep current addresses for 100% of those alumni for whom valid addresses are available and to generate valid addresses for 5% of those for whom addresses are not valid.

Action Plans to Begin in 1982-83

1. Expansion of the College Speakers Bureau.

2. Refinement of the marketing plan to improve the College's image.

3. A program to capitalize on the historical resources of the College.

Objective #5. Administrative Improvement (Primarily directed by the President)

The College will position itself to more effectively serve its many publics through the development and implementation of improved administrative systems and procedures. The success in meeting this objective will be measured by positive evaluation of administrative services and operations, improved communications, improved personnel performance, less friction and tension among the trustees, administration, faculty and students, and coordinated actions.

Action Plans in Progress

1. The development of a new Campus Long Range Plan with the assistance of SDIP resources.

2. The development of a continuing program of orientation for members of the Board of Trustees.

3. Assisting the Board of Trustees in establishing the

parameters of the College planning process.

4. To constantly expose the Board of Trustees to external funding prospects and to involve the Board of Trustees in the establishment of Annual Fund Drive for the College.

5. To modify and improve the internal governance structure of the College.

6. To update the various source documents of the College.

7. To strengthen relations with the College Advisory Committees and add appropriate new advisory committees.

8. To update all position descriptions at the College.

9. To seek opportunities for faculty development and professional growth.

10. To initiate a college-wide planning effort, using the NACUBO Planning and Budgeting Model.

11. To complete the search for a new chief academic officer who can assist the president in keeping the College on its current "fast track."

Action Plans for 1982-83

1. As an extension of the College Planning Process to initiate a program of management development for key professional staff members.

2. To develop an in-service training program for the non-professional staff members.

Objective #6. Resource Utilization

The College will optimize the use of its resources through improvement of the operation of College support systems, more extensive and effective use of modern technology, and development of personnel resources in accordance with Affrimative Action principles, to meet the College mission. The success in meeting this objective will be measured by positive evaluations of support services, a reduction in energy usage, and improved personnel performance.

Action Plans in Progress

1. Inventory and computerization of campus equipment.

2. The establishment of an automated budgeting system.

3. A renovation program to provide adequate laboratory facilities for the programs in technology, natural science and business education.

4. Implementation of the Affirmative Action Plan.

5. A program to improve internal campus communications.

6. The updating of the administrative/academic computer system by installing the UNIVAC System 80.

7. Improvement in reproduction services by installing an integrating the Xerox 3400 system.

8. To modify the College's telephone system.

9. To expand the scope of service of the Honeywell energy conservation system.

10. The construction of an 8,100 sq. ft. modular building to provide needed classroom and laboratory space, and the execution of a lease agreement that will enable 50% of the annual lease costs to be assumed by the State University of New York, thus reducing the fiscal burden on the operating budget.

Action Plans to Begin in 1982-83

1. Implementation of Phase B of the College's building renovation program to include energy conservation installations, roof reinforcement, renovation of the parking garage, and replacement of selected original carpeting and draperies.

2. A program to meet the development needs of College employees.

3. The establishment of a College information system which will increase the availability of data needed for decision making at the College.

4. A functional analysis of the current organizational structure at the College.

5. The development of an external and internal signage plan at the College.

6. A program to improve campus security services.

7. The development of performance standards for all College personnel.

8. The development of a rewards/incentive system for College employees.

Action Plans to Begin in 1983-84

1. The establishment of a Grants office.

2. The establishment of a Word Processing Center at the College.

SUMMARY

With the assistance of SDIP funding resulting from the planning grants, the College has come to appreciate the merits of systematic and strategic planning. The "team planning process" carried out this year involved representatives from the trustees, faculty, administration, and student body. The broad representation has enabled the College to set a coherent direction for its future about which there is general consensus at the end of the first year. Individual team members are now well acquainted with the planning process and can provide leadership throughout the campus as the plan is continually monitored, updated, and adjusted for future conditions and circumstances.

What follows is a description of the accomplishments of the academic division of the College at the end of the first planning year. The reader of this document can relate what follows back to the section on Action Plans for Academic Effectiveness (pages 37-39), in order to determine the success of the planning process to date.

IV. THE CURRENT STATUS OF PLANNING BY ACADEMIC DEPARTMENTS

BUSINESS AND LAW DEPARTMENT

Description of the Department

The Business and Law Department provides higher education programs in response to local educational needs as expressed by students seeking career training and academic transfer opportunities. The Department also provides educational and training opportunities in response to the needs of the industrial and business communities in the College's service area.

The Department consists of 10 full-time and 10 part-time faculty who teach courses in the areas of accounting, business administration, civil and public service, criminal justice studies, paralegal studies, and secretarial science. The Department offers a college-parallel A.S. program in Business Administration that prepares students to transfer two years of college work to four-year colleges and universities. There are also career A.A.S. programs in accounting, business administration, civil and public service, criminal justice, paralegal assistant, and secretarial science. These programs include general education courses as well as the necessary career skills courses. Although immediate employment is the first aim of the A.A.S. degree programs, the possibility of transfer to senior colleges exists and the College pursues these options through the development of formal articulation agreements. Currently, the College has transfer arrangements for its business management and criminal justice students with Southern Vermont College; for business students into SUNY College of Technology at Utica-Rome and Siena College.

The Department offers occupational degrees which consist entirely of technical courses for immediate use in the work world. Under development this year is the Department's first A.O.S. program, Office Services Assistant, which is scheduled for implementation in the fall of 1983.

Students enrolled in the Business and Law Department's programs have ample opportunity to interact with business and other professional groups through course-based and extracurricular activities such as field trips, internships, career seminars, clubs, and visiting speakers.

The Department also offers to its students as well as to individuals and organizations in the community, the opportunity to benefit from a wide range of continuing education experiences. Through the Office of Continuing Education there are non-credit courses, workshops, seminars, on- and off-site training modules available for those who want to pursue such activities. The Department works closely with the Division of Continuing Education in coordinating these services and provides personnel and other resources when necessary.

Advisory Committees

The Department has three advisory committees in the areas of business, criminal justice, and paralegal studies. The advisory committees, made up of people from the community who have expertise and experience in these areas, advise the faculty on up-dating course material, internship and field placement possibilities, and job related matters for the Department's graduates.

This year the business advisory committee has been especially active in a number of projects such as assisting in the College's Economic Impact Study which will document the economic contribution that the College makes to the community, helping to launch the First Annual Business Conference scheduled for the fall of 1982, and providing advice to the faculty in the developing programs in word and data processing.

The paralegal advisory committee is researching and collecting information on the use of paralegals in Civil Service jobs and in legislative staffing since there is evidence that such training is helpful in these settings, in financial consulting firms, as well as in the traditional law office. The Department is

also exploring through the advisory committee the possibility of an internship for its paralegal students at the New York State Assembly as a component of the already existing Assembly Internship Program for secretarial students.

The criminal justice advisory committee is working on the development of a degree program in the area of safety and security in response to the growth of job positions in this field. Courses in Hotel and Motel Security and in Vehicle and Traffic Law have been developed for offering this summer.

Course Updating and New Programs

During the 1981-82 academic year, the College acquired the initial components of its word-processing equipment by purchasing one memory typewriter and two word-processing work stations, one single drive and one dual drive, sharing one high-speed daisy printer and equipped with very basic software.

The Department's two Associate Professors who specialize in Secretarial Science were trained during the fall semester in word processing. In order to provide exposure and training on the word processing machine to the senior students who will graduate in June, the two faculty members incorporated 15 hours of word processor training into existing courses in the Clerk/Typist certificate program and into the Secretarial Science degree program. They also designed two new courses, Introduction to Word Processing, a five week mini-course, and Word Processing I, both of which will be offered in the fall of 1982 as the basis of a new program called Word Processing Supervision (AAS) that is currently under development (See Appendix A). As a result of the introduction of the new courses, the current Clerk/Typist certificate will become a Clerical/Word Processing certificate (See Appendix A).

In support of the move to keep the Secretarial Science programs current, the College will be adding four more work stations, a second printer, upgrading the present single drive unit, and equiping each of the units with more sophisticated word-processing software that would be capable of performing such

routine manipulations as list/merge, repage, page mode, math, search and replace. The aim is to allow training in the ordinary text editing and document production modes. The Department will choose machinery with a document-rather than page-orientation, that would be able to handle fairly lengthy documents in a small office. The Department feels its objectives can be accomplished by acquiring stand-alone, dedicated equipment in this stage of expansion, with the understanding that additional instructional capacity could be added in a microcomputer format as that aspect of the College's development progresses.

As a result of the success of the Assembly Internship Program that secretarial science students have participated in on a voluntary basis, the Department this year has concluded that starting fall of 1982 the Internship experience will be mandatory for all seniors in the Executive and Medical options of the Secretarial Science AAS program. The new Word Processing I course will also be required of these students in their senior year. The Department believes that with the addition of a mandatory Internship experience and the new word processing course, its secretarial students will be well prepared for the job world, and that the emphasis on word processing will help attract male students into a field that has just recently begun to attract students of that gender. The addition of a new program projected for 1983-84, that of Word Processing Supervision (AAS) will also help to attract male students to this up and coming field.

The Department is also currently developing a new program called Office Service Assistant, the Department's first A.O.S. offering (See Appendix B). Since there are no unique courses in this program, it is hoped that many students from within the student body will be attracted to this flexible new program. It would be especially attractive to nontraditional students, including displaced homemakers, males, as well as the traditional postsecondary

female student. The program proposal will be submitted to the State Education Department in the fall of 1982 with the hope that it is registered that semester. Students could matriculate into the program as early as spring 1983.

The Department has also given thought to the eventual development of a Medical Records Technology program. Concensus on the importance of preparing graduates in this field, where jobs often go unfilled because of a lack of qualified applicants, has been arrived at by the Department faculty. Launching a formal feasibility study is to be discussed during the fall 1982 semester.

As part of this year's effort to analyze and evaluate its programs, the Department's Secretarial Science program underwent a complete review by two outside consultants. The review confirmed the basic soundness of the program, the quality and dedication of the instructors, and the adequacy of the equipment and facilities. The reviewers urged flexibility in teaching methods and in the structuring of the use of class time in order to better meet the needs of the different students in the program. They also encouraged broader exposure on the part of the faculty to developments in the field which is undergoing rapid change, an examination of the role of the AVT equipment used, and surveys of student opinion on their evaluation of equipment and teaching methods. They further suggested that both the newly developing Word Processing program and and proposed Data Processing program be strengthened through formation of their own advisory committees which will insure current and constant information on changing job descriptions in these field as well as other developments.

As part of the Department's contribution to the College's commitment to computer literacy, the Paralegal and Criminal Justice programs have added a data processing requirement. As equipment and software become available, the Department will create career-specific modules applying data processing techniques to the two programs. The new data processing courses and the career-

specific modules are the basis for the development of a new A.A.S. program in Data Processing which the Department is designing and for which Title III funding for equipment is expected this summer (See Appendix C). If that funding comes through, the Department would purchase 15 microcomputers with appropriate software to support the proposed Data Processing program, a component of which is hands-on experience with the microcomputer. Development of the program is scheduled for the 1982-83 academic year, with implementation projected for fall 1983.

A new course called Business and Applied Professional Ethics, whose development this summer is being supported by a grant from the SUNY Research Foundation, is scheduled for integration into the Paralegal Assistant program in fall of 1982. That program's seniors will be invited to take the course during the fall semester. The course will then become a one-credit requirement in the Paralegal Assistant program, followed by requiring it in the Criminal Justice program, and then in all the Department's programs as well as offered to students on an elective basis regardless of which program they are enrolled in. It is hoped that the course will become popular among students in a variety of programs and that eventually students in other areas such as human services would view it as essential to their studies and training.

Department faculty this year have also begun to develop a new program called Security and Safety (A.A.S.) (See Appendix D). Some of the courses in this proposed program will come from existing appropriate courses in the Criminal Justice, Management Engineering Technology, and Fire Protection Technology programs. It is projected that six new courses will have to be designed. The work on this new program will involve close coordination with consultants, the Criminal Justice program's advisory committee, and that of the Math, Science, and Technology Department which is developing a related program in

Industrial Safety Technology (A.A.S.). To achieve optimum staff sharing and compatible course design, the two departments will be working together on the new courses and tentative curriculum outlines during the coming academic year. The first year of the Security and Safety AAS program, which requires only two unique courses each term, will be offered fall of 1983, most likely in the evening, and sharing personnel and equipment with the proposed Industrial Safety Technology program.

The Department has also finished a review of its Business Administration A.S. program. In order to expedite articulation for students into the competive transfer programs at four-year colleges, the faculty upgraded certain of the quantitive requirements, replaced or provided options to formerly required courses which did not transfer well, and tried to direct non-business electives to dovetail with the receiving four-year program. The Business Administration A.S. program experienced an increase of 12.1% in registered students for the fall of 1981, from 124 students in fall 1980 to 168 in the fall of 1981. This was partially due to the College being increasingly viewed by students transfering in as an attractive choice for them. The Department's efforts to up grade and to better articulate the A.S. program come at an appropriate time.

Related to increasing interest in the Business Administration field is the Department's growing awareness that a program in Money and Banking would be welcomed by the community and soon subscribed to by the many students who are nowadays choosing business as their career direction. In recognition of such a need, the Department has also begun to develop an A.A.S. in Banking in cooperation with the local chapter of the American Institute of Banking (See Appendix E). Some of the AIB's offerings will be included in the new program making the conversion from AIB certification to an associate's degree

an easier one for bank employees. Five new courses are being designed with the first year of the program, which contains only one new course, projected for fall 1983 implementation. In conjunction with this new proposed program, the Department has begun work on an A.A.S. program in Retail Business Management (See Appendix F). This program will require only four new courses, all in the second year of the program, and will respond to a perceived need in the business community for trained people to help to revitalize the retailing potential of the local area.

A development of great interest to the College as a whole and especially to the Business and Law Department has been the designation by the New York State Council on Economic Education of the College this year as a Satellite Center for Economic Education (See Appendix G). The mission of the Center is to increase the economic literacy of the adult constituencies of Schenectady County, cooperate with area schools to improve and expand their economic education programs, and work with the local Chamber of Commerce and its Small Business Advisory and Economic Education Councils to develop programs for targeted groups in the community. The faculty of the Department, the Business Advisory Committee for the Department, local high school personnel, and community leaders will all be involved in a number of activities coordinated by the College to get the program off the ground starting in the fall of 1982.

The basic strength of the Department of Business and Law is, to quote the evaluation of the Middle States team (1979), "a faculty that is dedicated to its program with a good spread of degree programs and courses". The transfer program in Business Administration and the A.A.S. programs in Business Administration, Accounting, Executive and Medical Secretarial Science, Paralegal Assistant, and Criminal Justice are well-established, high-functioning, and continue to reliably attract and serve an increasing (or, at worst, stable)

number of constituents. Each of these programs has undergone periodic adjustment and modification over time while avoiding the disadvantages of excessive tampering. The recent changes introducing word processing as a component of the Secretarial Science programs and data processing as required components of the Paralegal Assistant and Criminal Justice programs are calculated to increase the Department's program strength and the College's ability to respond to a changing job market.

The teaching faculty is very hard-working and student-oriented. Members have shown good levels of willingness and participation in the on-going planning process and exhibit openess and flexibility in considering program development and updating. Both junior and senior members seem excited at the prospect of introducing certain innovative modes of instruction.

There is a need to branch out a bit beyond the rather broad generic programs now in place. There seem to be a number of areas in which more specific, targeted degree programs would lend a welcome aspect of diversity and, in some cases, currentness in the existing job-market.

A complementary area of need is the acquisition of equipment, particularly in word processing, data processing, and computer-assisted-instruction for a whole range of course offerings. The Department's personnel base should also be enhanced by the hiring of additional personnel with particular strengths and the affording to present faculty of opportunities for skill-updating, on-going contact with members of their profession and the corresponding practitioners in the "world of work".

APPENDIX A

CLERICAL/WORD PROCESSING CERTIFICATE

Fall		Spring	
Business Math	3	Office Machines	2
*Typing I	3	Typing II	3
Freshman English I	3	Office Procedures	3
Business or Social Science Elective	3	Word Processing	3
Office Accounting	3	Machine Transcription	2
	15		13

*Students who demonstrate proficiency in this course by waiving, challenging, or receiving high school credit for Typing I should take Typing II here.

Minimum number of hours required for certificate = 28

* * * * * * * * *

WORD PROCESSING SUPERVISION (A.A.S.)

Fall/Freshman Year		Spring/Freshman Year	
Business Math	3	Typing II	3
Freshman English I	3	Freshman English II	3
Psychology	3	Math Elective	3
*Typing I	3	Machine Transcription	2
Elective	3	Social Science Elective	3
	15		14

Fall/Senior Year		Spring/Senior Year	
Business Communications	3	Word Processing Systems	3
Secretarial Procedures I	3	Computer Literacy	3/4
Office Machines	2	Personnel Administration	3
Principles of Accounting I	4	Advanced Word Processing	3
Word Processing	3	Science Elective	3/4
	15		16

*Students who demonstrate proficiency in this course by waiving, challenging, or receiving high school credit for Typing I should take Typing II here.

Minimum number of hours required for degree = 60

APPENDIX B

ASSOCIATE IN OCCUPATIONAL STUDIES: OFFICE SERVICES ASSISTANT

FIRST YEAR

FALL SEMESTER		SPRING SEMESTER	
ENG 123 Freshman English I	3	ENG 124 Freshman English II	3
*SEC 151 Typing I/Typing II	3	SEC 152 Typing II	3
BUS 113 Business Mathematics	3	Departmental Elective	3
Departmental Elective	3/4	SEC 154 Machine Transcription	2
Elective	3	BUS 121 Business Law I	3
	15/16		14

SECOND YEAR

FALL SEMESTER		SPRING SEMESTER	
ACC 133 Office Accounting	3/	ACC 122 Principles of Accounting II	4/
OR		OR	
ACC 121 Principles of Accounting I	4	other Departmental Elective	3
BUS 114 Office Machines	2	DAP 223 Fundamentals of Data Processing	3
BUS 212 Business Communications	3	MGT 125 Personnel Administration	3
MGT 123 Business Organization & Management	3	Electives	6
SEC 232 Secretarial Procedures I	3		15/16
Elective	3		
	17/18		

Minimum credit hours required for the degree: 61

*Students demonstrating proficiency in this subject may substitute a three-credit elective and may be placed in Typing II

APPENDIX C

DATA PROCESSING: PROGRAMMING and SYSTEMS (A.A.S.)

FIRST YEAR

FALL SEMESTER		SPRING SEMESTER	
ENG 123 Freshman English I	3	ENG 124 Freshman English II	3
ACC 121 Prin. Accounting I	4	ACC 122 Prin. Accounting II	4
DAP 223 Fundamentals of Data Processing	3	PSY 121 Psychology	3
*DAP xxx Business Programming: BASIC	3	DAP 121 Fortran	3
MAT 131 Elementary Algebra or higher	3-4	Mathematic Elective	3-4
	16-17		16-17

SECOND YEAR

FALL SEMESTER		SPRING SEMESTER	
*DAP xxx Computer Programming: COBOL	3	*DAP xxx Advanced COBOL	3
*DAP xxx Computer Programming: RPG	3	*DAP xxx Assembler Language	3
*DAP xxx Data Processing Procedures	3	*DAP xxx Computer Systems Development & Design	3
Science Elective	3-4	*DAP xxx Field Experience/Seminar	4
ECO 221 Principles of Macroeconomics	3	ECO 223 Principles of Microeconomics	3
	15-16		16

Minimum Credits for degree: 63

*to be developed

APPENDIX D

ASSOCIATE IN APPLICED SCIENCE: SECURITY and SAFETY

FIRST YEAR

FALL SEMESTER			SPRING SEMESTER		
ENG 123	Freshman English I	3	ENG 124	Freshman English II	3
*	Introduction to Security	3	*	Security Management	3
*	Introduction to Safety Systems	3	MET 215	Industrial Safety	3
CRJ 115	Penal Law & Criminal Procedures	3	CHM 131	Introduction to Chemistry I	4
MAT 131	Elementary Alegbra	3		Elective	3-4
		15			16-17

SECOND YEAR

FALL SEMESTER			SPRING SEMESTER		
PSY 121	Psychology	3	SOC 121	Sociology	3
*	Commerical Security & Loss Prevention	3	*	Current Problems in Security	3
FPT xxx	Fire Protection Technology	3	*	Current Trends in Occupational Safety	3
	Elective	3	CRJ xxx	Criminal Justice Elective	3
CRJ 217	Departmental Elective	2-4	DAP 223	Fundamentals of Data Processing	3
		14-16			15

Minimum Credits for the Degree: 60

*New Courses

APPENDIX E

BUSINESS: BANKING (A.A.S.)

FIRST YEAR

FALL SEMESTER		SPRING SEMESTER	
ENG 123 Freshman English I	3	ENG 124 Freshman English II	3
ACC 121 Prin. Accounting I	4	ACC 122 Prin. Accounting II	4
BUS 113 Business Mathematics	3	BUS 121 Business Law I	3
ECO 211 Intro. Economics	3	*BUS 131 Money and Banking	3
MGT 123 Business Organization & Management	3	Social Science/ Humanities Elective	3
	16		16

SECOND YEAR

FALL SEMESTER		SPRING SEMESTER	
BUS 123 Business Law II	3	*BUS 232 Banking Functions Elective	3
*BUS 231 Principles of Banking & Bank Oper.	3	*BUS 233 Banking Functions Elective	3
DAP 223 Fundamentals of Data Processing	3	BUS 212 Business Communications	3
Social Science/Humanities Elective	3	*BUS xxx Field Experience	3
Math/Science Elective	3-4	Math/Science Elective	3-4
	15-16		15-16

Minimum Credits for degree: 62

*Courses to be developed
Inter-relation AIB courses to be examined.

Banking

Credit Union Sub-option

BUS 124, 125, 126

substituting for BUS 231, 232, 233

APPENDIX F

BUSINESS: RETAIL BUSINESS MANAGEMENT (A.A.S.)

FIRST YEAR

FALL SEMESTER			SPRING SEMESTER		
ENG 123	Freshman English I	3	ENG 124	Freshman English II	3
ACC 121	Prin. Accounting I	4	ACC 122	Prin. Accounting II	4
BUS 112	Business Math	3	MGT 123	Bus. Organization & Management	3
MKT 223	Marketing	3	MKT 233	Retailing Principles	3
	Social Science/ Humanities Elective	3	PSY 121	Psychology	3
		16			16

SECOND YEAR

FALL SEMESTER			SPRING SEMESTER		
BUS 121	Business Law I	3	BUS 123	Business Law II	3
DAP 223	Fundamentals of Data Processing	3	*MKT 237	Principles of Selling	3
ECO 211	Intro. Economics	3	*MKT 239	Retail Merchandising	3
*MKT 235	Retail Planning & Advertising	3	*MKT xxx	Field Experience	3
	Math/Science Elective	3-4		Math/Science Elective	3-4
		15-16			15-16

Minimum credits required for degree: 62

*Courses to be developed

APPENDIX G

PROPOSAL TO ESTABLISH A SATELLITE CENTER FOR ECONOMIC EDUCATION AT SCHENECTADY COUNTY COMMUNITY COLLEGE

Submitted to

THE NEW YORK STATE COUNCIL ON ECONOMIC EDUCATION

December 1981

by

Wright L. Lassiter, Jr., President
Schenectady County Community College
78 Washington Avenue
Schenectady, New York 12305

BACKGROUND

Americans have always believed in education. A thread that runs throughout the whole fabric of our national history is the conviction that access to opportunity should be extended from the few who won it by birth to the many who sought the opportunities afforded through education.

If education can serve the individual, can it not also serve the community?

Thomas Jefferson believed that education of the individual was absolutely essential to a democratic society. In fact, he concluded that there could be no democratic society without an educated citizenry.

Until recently, the common assumption was that the nation and its communities would survive and flourish if the individuals who comprised them were educated. However, as our society has become more complex, it has become evident that adequate community development requires more than a population of educated individuals.

The community itself is an entity. A community, like an individual, develops a form, a personality, a character. Like an individual, a community has needs, problems and challenges. Like an individual, a community requires education. To meet "community" needs, "community" colleges came into being.

Unlike the Greek goddess, Athena, who, according to mythology, sprang fully grown from the head of Zeus, community colleges evolved slowly. In the evolutionary process, many changes occurred, including a name change from "junior" college to "community" college. The change reflected a shift in purpose from the traditional academic or vocational education to providing a link between the college and the community.

In 1946 President Harry S. Truman appointed a Presidential Commission on Higher Education, which later issued an influential report, "Higher Education for American Democracy." The report called for the extensive expansion of colleges in local communities, hence the term "community" colleges. Beyond the traditional mission of providing post-high school educational opportunities for youth, the community college was "to become a center of learning for the entire community, with or without the restrictions that surround formal course work in traditional institutions of higher education."

With appropriate leadership, providers of community education become instruments for community development. They become part of a broader community effort which requires that they go beyond the educational components of their comparatively narrow individual missions and participate as a part of a team effort to improve the quality of community life.

The community college that focuses on education for community development participates in the process of expanding and realizing the potentialities of the place and the people, writes Edmund J. Gleazer in his book, The Community College: Values, Vision, and Vitality.

When community education is organized to meet not only individual needs, but the broader needs of the community at large, then community development may occur.

A vital component in community development is economic education. In addition to enriching the individual, economic education has the long term potential of enhancing overall economic development in a geographic region.

Many resources are integral to the ability of an area to grow and flourish economically. Central are industry, education, finance, labor, government, cultural and natural resources. If our region is to truly grow and realize its latent potential, we who manage the various resources must develop stronger linkages. It is within that context that we propose the establishment of a Satellite Center for Economic Education at Schenectady County Community College.

NEED

The Capital District has a rich industrial history. In recent decades, the employment in private sector industry has declined, as it has in most other areas of the Northeast. This decline need not continue, nor can the Region afford to see its private sector atrophy. This long-term trend can be reversed, but it will take the combined efforts of the private and public sectors to bring about a stabilization, followed by an increase in industrial employment.

During the past decade, we have seen the formation of many local development agencies. The State University of New York at Albany has established its Regional Advancement Service, and produced METRO 2000 which displayed the potential of this area to business, industry and educational leaders. Out of that development, Schenectady County Community College has been brought into the State University of New York at Albany's business/industry network to assist in the providing of needed educational services. RPI has launched its Rensselaer 2000 High Technology Plan, which effectively involves Hudson Valley Community College.

On December 14, the Capital Region High Technology Council held a conference with a theme that embraced a regional approach. Such an approach would capitalize upon the rich resources available in the private, industrial, and business sectors; in the excellent educational institutions; and in the abundant skilled labor pool to support the retention and to promote the expansion of high technology industries in this region. It became evident at that conference, that there was still a need to provide basic economic education for the larger citizenry of our various communities.

If Schenectady County is to effectively engage in economic development, Schenectady County Community College can cooperate with the Chamber of Commerce and other key agencies. This cooperation can be enhanced if we were to focus on improving the economic literacy of students, teachers, workers, business persons, local government officials, and the general citizenry.

OBJECTIVES

The focus of this proposal is to explore ways in which the human assets and organizational capacity of Schenectady County Community College can be directed to the advancement of economic education, with the ultimate objective of economic development, in Schenectady County. Through the establishment of a Satellite Center for Economic Education of the New York State Council on Economic Education, we propose to systematically address the issue of economic literacy of the larger populace of our service area.

As a broker of educational services, we would view the mission of the proposed center in the following context:

1. The prime mission of the Center is to increase the economic literacy of the adult constituencies of Schenectady County. This would include programs aimed at labor, business, consumers, professional groups, and enrichment programs for our own students.

2. In cooperation with area schools, the Satellite Center will work to improve and extend the economic education programs of those institutions that have been established by the Capital Regional District Center.

3. In conjunction with the Economic Education and Small Business Advisory Councils of the Chamber of Commerce of Schenectady County, to develop targeted progams of economic education for the small business community of this area.

ANNUAL PROGRAM

It is proposed that during our first year of operation the activities of the Satellite Center for Economic Education at Schenectady County Community College would consist of the following:

1. In conjunction with the Education Advisory Council and the Economic Education Advisory Council of the Schenectady County Chamber of Commerce, present a YOUTH/BUSINESS SEMINAR with a primary focus on economic education.

2. In conjunction with the Business Advisory Committee of the College, the Chamber of Commerce, and the Schenectady County Office of Planning, to conduct an economic impact study that portrays the economi influence of Schenectady County Community College on this community This activity would serve as a "case study" in economic education for economic development.

3. As a part of SUNY Community College Week, to sponsor an Economic Development Day, which would be directed toward the objective of community economic education. This program would include presentations at the College and in selected public areas of the city. The Business Advisory Committee of Schenectady County Community College has agreed to support the College, through the proposed Satellite Center, in arranging for, and in conducting this proposed activity.

4. To conduct a series of community forums at Schenectady County Community College that would be directed toward the adult populace of the area. In conjunction with the Division of Continuing Education, we would propose to present six community forums over the calendar year.

5. To enhance the economic development of Schenectady County by addressing the training needs of the county's business community. These efforts would be coordinated through the Small Business Advisory Council of the Chamber of Commerce and the Business Advisory Committee of the College. Schenectady County Community College is presently a member of the national network of Small Business Training Centers established by the American Association of Community and Junior Colleges, which provides an added source of strength in the realization of this activity's objectives.

As a member of the Network, members of the Business and Law faculty receive special training in selected training areas, as well as training materials.

6. To offer a series of short-term, non-credit seminars, conferences and workshops aimed at improving the economic literacy of selected Schenectady County sub-populations. These activities would be developed and presented by the Division of Continuing Education of the College.

7. Through the Private Industry Council, the Chamber of Commerce and the Economic Development Advisory Council of the County to explore other avenues to economic education. As a minimum, our activities would include planned presentations at selected meetings of each of the foregoing organizations.

STAFFING

We have attached a listing of the proposed staff members for the Satellite Center for Economic Education at Schenectady County Community College. To insure success during the initial year, we propose a co-directorship involving the college president and the chairman of the department of business and law. The college president has a background in finance and management and the departmental chair has a background in economics. To assist the co-directors, it is proposed that a steering committee consisting of three other key staff members be utilized. Each member of the steering committee has special expertise that would support the Center's activities.

For the second year of the project, we would propose to transfer the directorship to a full-time faculty member and the associate dean for continuing education.

The Business Advisory Committee for the Department of Business and Law has agreed to serve as an advisory arm to the Center. In fact, the Committee has further agreed to include the coordination/oversight role as a part of its annual calendar of events. The utilization of this body as an advisory arm will facilitate the institutionalization of the activity as it includes key business leaders and a member of the College's Board of Trustees.

PROJECT SUPPORT

Local support for the Center of Economic Education will be provided in the following areas:

a) Staff time for the administration and program development activities.

b) Secretarial services.

c) Supplies and equipment.

d) Promotional services through our Office of Public Relations.

CENTER STAFF

Steering Committee

Dr. Wright L. Lassiter, Jr. — Co-Director
President

Professor Paul Bryant — Co-Director
Chairman and Associate Professor
Department of Business and Law

Mr. William Bowman
Associate Dean for Continuing Education

Mr. Karl A. Zipf
Dean of Administration

Dr. Sally Lawrence
Coordinator of Curriculum Review

Secretarial Staff

Mrs. Josephine Golembeck
Clerk-Typist

Advisory Committee

See attached roster of the Business Advisory Committee

BUSINESS ADVISORY COMMITTEE - 1981/1982

COLLEGE REPRESENTATIVE

Paul Bryant, Chairman
Department of Business & Law
SCCC
346-6211, Ext. 263

BOARD REPRESENTATIVE

Mrs. Ita S. Wade
2158 Fairview Avenue
Schenectady, New York 12306
Work: 377-3311

CHAIRMAN

Mr. Bernard Shannon, Comptroller
The Golub Corporation
P.O. Box 1074
Schenectady, New York 12301
355-5000, Ext. 342

TERM EXPIRING AUGUST 31, 1982

Ms. Barbara Crampton, Sr. Steno
O.D. Heck Developmental Center
Balltown & Consaul Roads
Schenectady, New York 12309
370-7334

Mr. James W. Grzybowski
Mohawk Engraving Company
119 Freemans Bridge Road
Scotia, New York 12302
370-3433

Miss Irene Prazak, Vice President
Mohawk National Bank
216 State Street
Schenectady, New York 12305
370-7616

TERM EXPIRING AUGUST 31, 1983

Mr. Ralph LaPorta, President
Wolberg Electric Supply
35 Industrial Park Road
Albany, New York 12206
489-8451

Mr. Nicholas Mastracchio, CPA
C.L. Marvin and Company
12 Jay Street
Schenectady, New York 12305
374-3106

Mr. Bernard Shannon
(SEE CHAIRMAN)

TERM EXPIRING AUGUST 31, 1984

Mr. Bruce Holl, Accountant
General Electric Company
1 River Road
Schenectady, New York 12345
385-2403

Mr. Ralph R. Robinson
Snelling & Snelling
426 Franklin Street
P.O. Box 335
Schenectady, New York 12301
393-4111

Mr. William Westcott
Executive Vice President
Schenectady County Chamber of Commer
243 State Street - Suite 6
Schenectady, New York 12305
372-5656

Mr. Richard Hancock
Resident Manager
Bethlehem Steel Corporation
Executive Park Towers
Albany, New York 12203
489-2921

9/27/81
:cs

Business and Law Department

New Programs - Projected Implementation Schedule

A.O.S. - Office Services Assistant	fall 1983
A.A.S. - Word Processing Supervision	1983-84
A.A.S. - Data Processing	fall 1983
A.A.S. - Security and Safety	fall 1983
A.A.S. - Banking	fall 1983
A.A.S. - Retail Business Management	1983-84
A.A.S. - Medical Records Technology	uncertain

HOTEL TECHNOLOGY AND CULINARY ARTS DEPARTMENT

Description of the Department

The primary goal of the Hotel Technology and Culinary Arts Department is to provide programs of study that will prepare students for career opportunities in the lodging and food service industries. To encourage and support the College's commitment to full-opportunity, the Department, through an organized sequence of experiences, strives to provide the instruction and environment necessary to help a diversified student body, with a broad variety of needs, desires and abilities, develop their individual talents, potential, aptitudes, and interests for meaningful employment. The foregoing goal is pursued through a range of offerings based on the premise of flexible scheduling, individual attention, and hands-on instructional techniques. The existing program offerings include two associate degree programs and two certificate programs.

The Department's original curriculum, the Associate in Applied Science degree in Hotel Technology was introduced in 1969 and is designed to prepare graduates to enter various phases of the lodging and food service industry in middle management positions. This program is also readily transferable to baccalaureate institutions. The Associate in Occupational Studies program in Culinary Arts, the College's first AOS degree, was inaugurated in 1980. It leads to occupational competence in the culinary arts, and its graduates are prepared to move directly into employment. For those students desiring to move rapidly into the lodging and food service industries, certificate programs in Hospitality Management and Assistant Chef are provided. The latter was the College's first certificate array and was started in 1972.

The Hotel Technology and Culinary Arts Department has experienced an orderly growth from its infancy of 28 students when the College opened in 1968. Current enrollment is 367 full-time students, 51 unclassified students,

and 140 part-time students. At the College's first commencement in June 1971, 18 Hotel Technology students were graduated. The Department's graduating class has shown a steady increase throughout the years and has been consistently the largest single graduating group from among all departments at the College.

In the fall of 1972, the College had introduced into its programs a cooperative education requirement which provided students with an opportunity to coordinate work experience with classroom and lab instruction. The College dropped the requirement in 1979, but because of its success among Hotel Technology students, the Department introduced a 400 hour work experience requirement into its degree programs in the fall of 1981. This work experience is paid and is non-credit. Students are required to participate on their own time outside of class hours, thereby giving them the chance to use their classroom learning on-the-job.

In 1979, the Department established an articulation agreement with the Board of Cooperative Educational Services (BOCES), in which BOCES graduates receive five credits towards a degree or certificate program. This innovation has proven successful in increasing the Department's enrollment by an average of ten to twelve students per semester.

Professor Matteo Casola was the Department's lone faculty member back in 1969. The faculty has now grown to a total of twelve full-time and three part-time members, whose combined experience in the food service industry exceeds 250 years. The Department's cadre of faculty members have developed into a closely knit working organization. Direction comes from a senior faculty member who has been trained both in the United States and abroad, and who has extensive business experience, in addition to more than 25 years of military food service management experience. His broad background has enabled

him to recruit a group of faculty members who support his philosophy and approach. Members of the faculty have attended notable institutions for food service education, including Cornell University and the Culinary Institute of America.

In preparation for the 1981-82 academic year the College added five additional full-time personnel to the Department of Hotel Technology and Culinary Arts to accommodate the significant upsurge in enrollment. This represented the most ambitious infusion of resources into one single department in the history of the College. The enrollment growth in all the Department's programs over the past two years has more than justified the decision.

	Fall 1980	Fall 1981
Hotel Technology	185	220
Assistant Chef	38	49
Hospitality Management	5	9
Culinary Arts	29	89

The Department has completed this year its second articulation agreement, with Widener University in Delaware. The first such agreement was with the University of Maryland. Because these agreements are relatively recent, no information is available yet as to how many students will transfer. The Department has its own Scholarship Fund totaling $8,000.00 currently. This money has contributed to the tuition of six or more students every year since it was first started in 1970. Last year seven students received tuition assistance, this past year nine students. The assistance is given to students for their senior year.

The Department's programs are continually upgraded through the purchasing of new equipment usually funded by Vocational Education grants. The Department

has so far been awarded four such grants: in 1971-$77,000; in 1974-$33,000; in 1976-$8,000; and in 1981-$2,400. One of these grants enabled the Department to purchase the latest National Cash Register front office equipment which allows students State-of-the-art experience in front office management. The Department has just received from the Statler Foundation a grant of $50,000, effective the last quarter of the 1982 fiscal year. For the 1983 academic year, the Department has approval for from $15,000 to $45,000 worth of grants from VEA.

The Department also participates in two internship programs. One is the Albany Semester Program which afforded two Hotel Technology students this past year the opportunity to work during the entire semester and be granted one semester's full credit. The Department also had one student working at the New York State Department of Tourism. This work experience was carried out by the student on his own time for extra credit while he attended class that semester full time. A second student will be participating in this work-study program next fall.

Advisory Committees

The Department's Advisory Committee consists of ten food service executives selected because of their specific knowledge and expertise in the food service industry. The Advisory Committee recommends ways for the Department's programs to best meet the needs of students, employers and the community.

Course Up-dating and New Programs

Based on reports from high school guidance counselors and data from the New York State Department of Labor, the Department sees a definite need to broaden offerings for the future. As a result of the planning process this year, the Department has begun work on four new programs:

Associate in Applied Science degree in Dietetic Technology

Associate in Applied Science degree in Environmental Management: Executive Housekeeper

Associate in Applied Science (Execptional Studies) in Hotel Technology

Certificate programs in Baking and in Short Order Cook

The Department planning team has determined that directions toward developing the proposed degree programs in Dietetic Technology and Environmental Management (See Appendices A and B) are consistent with the mission of the College, and congruent with demographic trends in the northeast portion of the United States. These proposed program expansions would provide students with the broadest possible hospitality education, and a unique array of programs. The proposed programs reflect the needs of the Tri-City area that the College serves. They grew out of the existing degree programs in this department, thus building on the strength of the current faculty. These programs are not offered by any other institution within the State University of New York, which adds a quality of uniqueness to the College's mission. The programs not only prepare students for immediate entry into the labor market, but also provide appropriate countinuing education requirements for individuals in the hospitality field who have a need to prepare for advancement or a new career direction. They also offer students the opportunity for a three credit unpaid work experience which is carried out on the student's own time outside of class under supervision of a teacher.

In conjunction with the local Chamber of Commerce, the Department conducted a survey of the hospitality industry which indicated that approximately 3,000 individuals are employed in jobs that directly relate to the two planned programs. It is of interest to note that even in this period of relative economic uncertainty, an increase of 115 positions is expected in the next three years by hospitality establishments and hospitals within the Tri-City area. The data reflects an increase of 2,000 positions, within the proposed

program areas by 1985. It is further projected that approximately 75 - 100 positions will become available over the next three years as a result of retirement, relocations, promotions and resignations. It appears that based on needs, technological change, and the interest of the hotel-motel-restaurant-hospital industry group, that opportunities will exist for trained personnel throughout the 1980's. The Department projects that there will be 40-50 positions available for graduates of these two programs annually.

The Department faculty will be refining the necessary courses, many of which have already been approved by the Curriculum Committee and the faculty, during the coming academic year. The two new programs are scheduled for implementation in 1983 pending approval from the State Education Department.

The rationale behind the two new proposed certificate programs, Short Order Cook and Baking, (See Appendix C), is that vocational education should be made available to all who desire it and especially to those students who might not ever read or write on an acceptable level but who have talents that could be developed thus enabling them to earn a living and engage in productive labor. As a result of the Department's commitment to vocational education for all who want it, the addition of the two short term certificate programs will meet the immediate job needs of a group of students who because of the termination of CETA funding had lost access to such training. The courses will be offered in the evening to make them available to the people most interested in them. They are to be started in fall of 1983.

The Department also completed work this year on a new Hotel Technology AAS option called Exceptional Studies (See Appendix D). This option is designed for students who want a more demanding curriculum in preparation for transfer to a four year college. The addition of Western Civilization I and II in the last year of the program is calculated to give students a broad

base in understanding the role of food, food preparation, and food related rituals in society. The program will be articulated with Cornell University's Hotel School and will start fall of 1982.

A new course called Computers for the Hospitality Industry has been developed this past semester. The course will provide students with State-of-the-art hands on experience with computer use in the hospitality industry. It has been approved by the faculty and is awaiting implementation with the arrival of the NCR 2160 Computer which the Department has requested through a VEA grant for the 1983 academic year.

A second new course called Wines of the World was approved by the faculty at its last meeting of the 1981-82 academic year. This course will replace the currently offered course in Mixology starting with the 1983 academic year and will provide students with a much needed background and expertise in wines.

APPENDIX A

DIETETIC TECHNICIAN, A.A.S. Degree

FIRST YEAR

FALL SEMESTER

ENG 123 Freshman English I	3
HOT 111 Food Preparation I	3
HOT 233 Basic Nutrition	3
PSY 121 Psychology	3
HOT 114 Food Administration and Menu Planning	3
HOT 115 Labor Management Relations	3
	18

SPRING SEMESTER

ENG 124 Freshman English II	3
HOT 117 Food & Beverage Control I	3
HOT 112 Food Preparation II	3
ECO 211 Introduction to Economics	3
HOT 131 Mathematics for Food Service Research	3
*HOT 272 Advance Nutrition	3
	18

SECOND YEAR

FALL SEMESTER

HOT 251 Quantitative Foods I	3
HOT 211 Food & Beverage II	3
HOT 218 Organization and Management	3
*HOT 270 Modified Diets	3
BIO 111 Introduction to Biology	3
	15

SPRING SEMESTER

SOC 121 Sociology	3
BIO 131 Introduction to Microbiology	3
OR	
CHM 111 Consumer Chemistry	4
**HOT 273 Practicum in Management Systems	3
**HOT 271 Practicum in Institutional Feeding	3
DAP 223 Fundamentals of Data Processing	3
HOT 252 Quantitative Foods II	3
	18-19

Total Credits for Degree: 66

**On-the-job training - with a written papaer relating the learning experience benefiting the student.
(A total of 16 hrs. per week/semester.)

APPENDIX B

EXECUTIVE HOUSEKEEPING, ENVIRONMENTAL MANAGEMENT - A.A.S. Degree

FIRST YEAR

FALL SEMESTER		SPRING SEMESTER	
ENG 123 English I	3	ENG 124 Freshman English II	3
PSY 121 Psychology	3	ECO 211 Intro to Economics	3
SOC 121 Sociology	3	HOT 219 Organization & Management HRI II	3
HOT 115 Labor Management Relations	3	HOT 216 Housekeeping & Hotel Engineering	3
HOT 253 Dining Room, Banquet and Catering I	3	HOT 254 Dining Room, Banquet & Catering II	3
HOT 218 Organization & Management HRI I	3		15
	18		

SECOND YEAR

FALL SEMESTER		SPRING SEMESTER	
BIO 111 Intro to Biology or Math Science Elective	3-4	BIO 151 Microbiology or CHM 111 Consumer Chemistry or Math/Science Elective	3-4
ART 225 Creative Applied Art or Art Course Elective	3	HOT 131 Mathematics for Food Service	3
CRJ 221 Hotel-Motel Security	3	HOT 262 Work and Safety Controls	3
HOT 261 Housekeeping & Hotel Engineering	3	HOT 263 Environmental Control	3
HOT 132 Sanitary Techniques for Food Services	3	HOT 264 Housekeeping Working Techniques	3
	15-16		15-16

Total credit hours required for Degree: 63

APPENDIX C

15 WEEK BAKERS CERTIFICATE - - - 15 WEEK SHORT ORDER COOK CERTIFICATE

15 Week Bakers Certificate

HOT 119	Elements of Baking	3
HOT 180	Bread Baking & Rolls - Cake Decorations	3
HOT 181	Danish, Pies, Cookies, and Puff Pastes	3
HOT 114	Food Administration & Menu Planning	3
HOT 131	Food Service Mathematics	3
		15

15 Week Short Order Cook Certificate

HOT 111	Food Preparation I	3
HOT 182	Food Preparation Short Orders; i.e., Breakfast, Lunches	3
HOT 183	Food Preparation - Dinner Menus	3
HOT 114	Food Administration & Menu Planning	3
HOT 131	Food Service Mathematics	3
		15

APPENDIX D

EXCEPTIONAL STUDIES OPTION, WITHIN THE HOTEL TECHNOLOGY, A.A.S. Degree

FIRST YEAR

FALL SEMESTER		SPRING SEMESTER	
ENG 123 Freshman English I	3	ENG 124 Freshman English II	3
ECO 221 Principles of Macro-Economics	3	ECO 223 Principles of Micro-Economics	3
HOT 111 Food Preparation I	3	HOT 112 Food Preparation II	3
HOT 253 Dining Room & Banquet Catering I	3	HOT 117 Food & Beverage Controls I	3
HOT 114 Food Administration & Menu Planning	3	HOT 219 Front Office Management	3
HOT 115 Labor Management Relations	3		15
	18		

SECOND YEAR

FALL SEMESTER		SPRING SEMESTER	
HIS 121 Western Civilization I	3	HIS 123 Western Civilization II	3
ACC 121 Principals of Accounting I	4	HOT 265 Advertising or Marketing or Tourism	3
HOT 213 Organization & Management I	3	HOT 219 Organization & Management HRI II	3
HOT 116 Housekeeping & Hotel Engineering I	3	CHM 122 General Chemistry II or/ BIO 122 General Biology	4
CHM 121 General Chemistry or/ BIO 121 General Biology I	4	ACC 122 Principles of Accounting II	4
	17		17

Total credit hours required for Degree: 67

Hotel Technology and Culinary Arts Department

New Program - Projected Implementation Schedule

A.A.S. - Dietetic Technician	fall 1983
A.A.S. - Executive Housekeeping	fall 1983
Certificate - Baking	fall 1983
Certificate - Short Order Cook	fall 1983
A.A.S. - Exceptional Studies: Hotel Technology	fall 1982

DEPARTMENT OF HUMANITIES and SOCIAL SCIENCES

Description of Department

The Department of Humanities and Social Sciences provides transfer and career opportunities for students enrolled in its programs. It also serves as a major service unit for other departments where such courses are required specifically or as electives in recognition of the integral role of the liberal arts in the different areas of higher education.

The Department currently offers three programs: an Associate in Arts degree in Humanities and Social Sciences; an Associate in Applied Science in Human Services; and a certificate program in Theatre Management.

The Humanities and Social Sciences A.A. degree curriculum provides a basic liberal arts foundation enabling transfer to four-year institutions or universities for those students anticipating completion of a baccalaureate degree in preparation for a wide range of professional and career goals. In the fall of 1981 there were 109 full-time and 77 part-time students enrolled in the program's courses for a total of 186.

The A.A.S. degree program in Human Services was instituted at the College in 1972 as a result of the growing awareness in the late 1960's and early 1970's of the need for trained personnel at the paraprofessional level for a vast network of human services agencies and programs. In view of the close relationships among psychology, sociology, and other social science disciplines, the program was housed in the Humanities and Social Sciences Department. The primary aim at the inception of the program was to train students for immediate entry into the work force upon degree completion. As of fall 1981, enrollment in the program stands at 54 full-time and 32 part-time students for a total of 86.

The certificate program in Theatre Management was begun in the fall of 1980 with one student enrolled. By spring of 1981 three students were enrolled and by summer of 1981 the certificate program had been completed by two students. The certificate program originated out of an interest in theatre on the part of a group of students and through the leadership of a faculty member whose expertise is in drama and the theatre. Its original intent was to serve as a transfer mechanism for students to enter senior colleges in order to continue their study of theatre management. As a result of its slow growth, the Department is currently restructuring the certificate into a two-year degree program, with options in theatre management and in theatre arts, which is expected to attract more students.

The Humanities and Social Sciences Department has over the years, largely because of its service role and in the absence of strong initiatives from elsewhere, taken the lead in pressing for remedial instruction in support of the College's full opportunity and open admissions policies. To assist students who lack proficiency in reading and writing skills, the Department has provided a variety of remedial courses featuring individualized attention. As a result of this year's planning process, the Department is supporting and actively engaging in the College's reorganization of the remedial courses into a Developmental Studies Unit. The courses and the staff who currently teach them will be transferred into this new unit. With improved coordination of the counseling services, the addition of several new life skills, mathematics, and basic science courses, and a new Coordinator/Counselor position, this unit is envisioned as an autonomous full fledged program geared to up-grading the skills of those students who are seriously deficient, thereby improving their chances for academic success.

The Humanities and Social Sciences Department has 17 full-time and 3 part-time faculty members. Among the Departments' faculty are four members of Phi

Beta Kappa, one Woodrow Wilson Fellow, one Fulbright Scholar, and two recipients of SUNY's Chancellor Awards for Excellence in Teaching.

Along with their usual teaching and advising responsibilities, the faculty participate in a variety of other College-wide activities: two members are officers of the faculty; one member chairs the Curriculum Committee; two other members serve on standing committees; two are members of an ad hoc College calendar committee; five are members of an ad hoc remediation committee; two rotate as faculty members of the Executive Council; three were members of the ad hoc by-laws revision committee; two serve on the SUNY Council on Writing; four serve, or have served, on reading/writing project teams in connection with the Two-Year College Development Center; six served as members of the departmental planning committee; and five serve as members of the Honors Degree review and resources committee.

Advisory Committees

The department has one advisory committee for its Human Services program. Plans are being pursued to appoint a small advisory committee for the new Honors Degree curriculum.

Course Up-dating and New Programs

One of the major activities of the Humanities and Social Sciences Department this year has been the restructuring of the Theatre certificate program into a full two-year Associate in Science degree program (See Appendix A).

In pressing for the adoption of this program, the Department was responding to the Middle States accreditation team's concern about the paucity of creative arts in the College's curricular offerings and also recognizing that the existing certificate program in theatre management was predicated largely on the assumption of transfer to SUNYA. As a career degree option, a theatre program has little compelling justification, especially when the

arts anticipate grim fiscal days ahead. As a transfer program, however, it does provide a solid base for those students whose devotion and commitment to theatre is such as to encourage extensive professional training. There have always been thespians willing to sacrifice for the lure of the stage or screen. The program is also looked upon as a foundation stone in the possible expansion of a future Fine and Performing Arts component at the College.

The Theatre A.S. program, built on the foundation of the existing certificate program and providing options in Theatre Arts and Theatre Management, is designed for students planning to transfer to complete work on a baccalaureate degree. There are a number of SUNY four-year colleges offering degrees in theatre, and SUNY Albany, especially, provides further study in both option areas. While the program features considerable exposure to the liberal arts, its primary emphasis and purpose is centered on theatre courses. By 1983-84, it is projected that the program would be the genesis for a full-length College production.

Another program improvement initiative taken by the Department has been the strengthening of its Human Services program. Over the years, the program has undergone significant revisions in an effort to respond to changing circumstances and projections. The need for more trained paraprofessionals has continued to be recognized, but the existing employment opportunities tend to fall rather short of the ideal. The Department has attempted to maintain a general framework in the program but also to respond to changing needs. At present, the purpose of the program remains essentially the training of paraprofessionals, but the growing trend of graduates to move on immediately or within a short time to continued education also fostered

increasing attention to strengthening the academic (as opposed to training) components. Many of its graduates transfer to four-year colleges with little difficulty, and the Human Services advisory committee has endorsed strongly the Department's current approach to providing a curriculum that lends itself to either work or further study options.

The Department is acutely aware of a pattern of declining enrollment in the program over the past few years, which tends to reflect the fact that paraprofessionals' salaries in the field are not attractive and growing concerns as to future levels of fiscal support for social programs and consequent employment opportunities. In effect, by the middle of the 1981-82 academic year, the program settled into a holding pattern dictated by uncertainties as to the nature and extent of predicted federal cut-backs in funding support for social welfare programs. Under careful study are several possible options, based on the insights and assumptions of the advisory committee. A community needs assessment in connection with some of those options will be pursued shortly.

The Schenectady County Community College Human Services program was one of the first among those offered by community colleges in New York to require course work in the problems of the aging as a degree requirement. The program is considering the adoption of specific courses or an entire option aimed at training manpower for residential management positions, for which there seems to be demand, and the training of recreational and rehabilitation aides for residential and nursing homes. Such course work could have the additional potential of providing in-service training opportunities for local agencies and institutions. Most indications are that services for the developmentally delayed and the elderly will continue to be priorities, at least in New York State.

The program also needs to consider more effective ways of screening students as they move through the curriculum to ascertain that they are appropriate personnel for paraprofessional positions or further education. It may be inevitable by the nature of the program that it is prone to attract a number of students who have been in the client role or who may be in need of such a relationship. Some of them are most unlikely to function effectively as purveyors of services and it may be advisable to consider using the mandatory field placement explosure as an instrument for counseling them in different directions.

The Department also continued work this year on the development of an Associate in Arts Honors option scheduled to be offered in the fall of 1982 (See Appendix B). The Honors option has been designed for gifted students, providing a rigorous, challenging exposure to the Liberal Arts to serve as a solid foundation for advanced work toward a wide variety of careers and interests. It is fully in keeping with the mission of a comprehensive community college which needs to be responsive to the needs of students at all levels of the academic spectrum. While the program is centered on traditional liberal arts disciplines, it has as a special aim the promotion of scientific and technological literacy, of vital importance in an increasingly complex global society. Extensive use of library and media resources is featured and the curriculum is capped with an honors seminar to promote integration of the varied learning experiences.

Given the spiraling costs of tuition at both private and public four-year colleges and universities, this program should hold appeal for many gifted students who also have to face economic realities. The program can also have an important, if intangible benefit, in terms of enhancing the general academic image of the institution. The specific honors courses

(except the seminar) are open on a space-available basis to qualified students from other programs, thereby potentially serving a much wider audience than the limited number of students matriculated in the curriculum proper.

As with all academic ventures targeted to select groups, there will be special costs associated with necessary library acquisitions, foreign language instructional resources, small section sizes, the allocation of teaching administrative resources, and the provision of scholarship aid. The College is fortunate, however, in that most of the instructional program can be carried out with existing staff and there are no new physical facilities required, at least in the immediate future. The basic staffing impact for 1982-83 involves the need to provide for the presence of full-time instructors in the foreign language area to insure a sufficiently wide variety of options and the need to compensate in the coverage of sections and courses normally taught by instructors who will teach Honors courses, instead.

Over the long run, the Department will be expanding its commitments through the Honors and the Theatre options, will be reviewing carefully the prospects for incorporating a residential management option in its Human Services program, and will be considering the addition of technical writing/journalism/public relations offerings. In connection with both the Theatre and Honors options, more attention will be paid to reinstituting studio art courses during day hours, and the Department hopes to act as a catalyst in encouraging consideration of implementing a Fine Arts component at the College. One of the more unusual plans that the Department is pursuing is the possible addition of Japanese to

the language offerings. This idea is actively being explored now and grant support for some of the expenses will be sought. The addition of Japanese language study to the Honors option will have important ramifications in terms of the computer and technology components of the program as well as to some of the computer related developments in other of the College's programs. It could also have long-range benefits to local industrial and commerical interests.

One of the College's major accomplishments this year was the establishment of a Developmental Studies Unit to serve those students who have special remedial courses and counseling needs. Up until this year the major remedial thrust was seen as contained in the Humanities and Social Sciences Department. However, counseling staff in the Student Services Division were regularly called upon to lend their expertise and support. And the Mathematics, Science, and Technology Department offered at least one course that, although not referred to as such, appeared to provide the kind of material that could be termed remedial. Thus, the work and responsibility for remedial help to students were dispersed among three units.

Over the years, various approaches to delivering remedial services have been used: voluntary attendance at reading and writing labs; recommended enrollment in a basic remedial English course; using remedial labs and at the present time, using the remediation English courses as corequisites. None of these approaches has been satisfactory. Very few students have been willing to go for remediation on a voluntary basis, and even when required many students "slipped through the net." A third major shortcoming has been that labeling the remediation as necessary only for English courses led to unfortunate ramifications. Many students assumed that reading and writing skills were needed only for success in English.

As a result of the general dissatisfaction with how the College was meeting the needs of these students and the high attrition rate involved, an ad hoc remediation committee was set up this year to study the matter and make recommendations to the President on how the problems might better be addressed. The committee met throughout the fall semester and in February 1982 sent the following recommendations to the President:

1. Remediation studies should exist as an autonomous unit that reports to the Dean of Academic Affairs.

2. The unit should be staffed by a core of professionals, including, minimally, a full-time coordinator/director, full-time remedial instructors as needed, and a full-time counselor. Remedial/developmental courses are to be designed with the approval of appropriate adademic departments.

3. Admission to the remediation courses will be open to all appropriate students on a full or part-time basis.

4. Criteria for admission to all specific courses or degree programs will be determined by the sponsoring department in accordance with faculty by-laws.

5. The remedial/developmental courses that have been set forth by the subcommittee are adopted in principle with the recognition that some clarification and adaptation to various academic programs may be necessary.

6. Specific criteria for admission to remedial/developmental courses and the selection of courses for a student will be based upon test scores and an analysis of individual needs by the remedial unit staff.

7. The committee recommends that completion of the appropriate remedial courses lead to the awarding of a certificate.

8. All matriculated students and all non-matriculated students (who are taking more than 8 hours per semester) are required to meet established prerequisites for degree courses.

9. The tutorial program should be administered through the remedial unit staff.

The committee then commenced work on developing eight remedial courses and a tentative curriculum outline which included a 24 credit certificate program for students taking all remedial courses for a semester or two who would need to be matriculated for financial aid purposes (See Appendix C). It was decided that the remedial credit would be applicable only to the certificate program and not carry over to the degree program in which the student would eventually register. The elective credit, if appropriate and approved by the department chairman, would be applicable to the degree program in which the student finally matriculated. The faculty, at their penultimate and last meetings of the 1981-82 academic year, approved the proposal to establish an antonomous Developmental Studies Unit reporting to the Dean of Academic Affairs, the set of new and revised remedial courses, and the certificate program.

A significant breakthrough related to the major initiative of establishing a Developmental Studies Unit but not dependent upon its approval and implemtation, was the Humanities and Social Sciences Department's decision to require that all matriculated students who were reading below the ninth grade level would take the Reading Skills course as a pre-requisite to Freshman English I. Those students who also have serious writing deficiencies would be required to take, along with the Reading Skills course, the Writing Skills course as a pre-requisite to Freshmen English I. For those with serious writing deficiencies, but acceptable reading comprehension levels, the Writing Skills course would be taken as a co-requisite of Freshman English I. The Department's attempts over the years to garner support for such a move had not been well received. It was notable that

the College community, following the lead of the Department, this year took a significant step towards strengthening the College's academic program, providing a comprehensive and sound program of courses and support services to a special group of students, and reducing the attrition rate for this group of students. Based on this success, the Department plans to move ahead with setting reading pre-requisites for a number of other courses in keeping with its traditional concern for maintaining and strengthening academic standards.

APPENDIX A

PERFORMING ARTS
Theatre -- Associate in Science

The Associate in Science Theatre curriculum has been designed for students desiring to transfer to four-year institutions or universities to complete work for a baccalaureate degree. After a common first-year foundation, the program provides options of theatre arts and theatre management concentrations. Because of their close relationship to the performing arts, the liberal arts are prominent in both options, but the program's emphasis is on preparation for eventual professional careers related to theatre. Several of the State University of New York colleges and universities, as well as many private institutions, provide opportunities for transfer in both concentrations.

FIRST YEAR

FALL SEMESTER		SPRING SEMESTER	
ENG 123 Freshman English I	3	ENG 124 Freshman English II	3
HIS 121 Western Civilization I	3	HIS 123 Western Civilization II	3
*Mathematics or Science Sequence	3-4	*Mathematics or Science Sequence	3-4
THE 111 Theatre Management I	3	THE 112 Theatre Management II	3
THE 125 Theatre Workshop I	3	THE 121 Introduction to Theatre	3
	15-16		15-16

SECOND YEAR
THEATRE ARTS OPTION

FALL SEMESTER		SPRING SEMESTER	
** Literature Requirement	3	** Literature Requirement	3
THE 201 Theatre Workshop II	3	PSY 121 Psychology	3
THE 215 Survey of Drama I	3	THE 217 Survey of Drama II	3
THE 219 History of Theatre	3	THE 212 Rehearsal and Production	4
ART 125 Introductory Drawing and Color	3	Approved Elective	3
	15		16

SECOND YEAR
THEATRE MANAGEMENT OPTION

FALL SEMESTER		SPRING SEMESTER	
THE 215 Survey of Drama I	3	THE 217 Survey of Drama II	3
THE 219 History of Theatre	3	PSY 121 Psychology	3
THE 201 Theatre Workshop II	3	THE 212 Rehearsal and Production	4
ACC 121 Principles of Accounting I	4	ACC 122 Principles of Accounting II	4
BUS 121 Business Law I	3	MGT 125 Personnel Administration	3
	16		17

APPENDIX B

HONORS DEGREE PROGRAM

FIRST YEAR

FALL SEMESTER

HON 111	Honors English I	3
MAT 161	Calculus I or MAT 162 Calculus II (1)	4
	Foreign Language (2)	3
HON 121	From the Classical World through the Renaissance	3
	Social Science Elective (3)	3
		17

SPRING SEMESTER

HON 112	Honors English II	3
MAT 162	Calculus II or MAT 222 Differential Equations (1)	3-4
	Foreign Language (2)	3
HON 122	The Shaping of the Modern World	4
	Social Science Elective (3)	3
		16-17

SECOND YEAR

FALL SEMESTER

HON 202	Literary Classics I	3
	Laboratory Science (4)	4
	Foreign Language (2)	3
HON 221	Computer Technology in Contemporary Society	3
	Honors Elective (5)	4
		17

SPRING SEMESTER

HON 204	Literary Classics II	3
	Laboratory Science (4)	4
	Foreign Language (2)	3
HON 211	The Arts	4
HON 292	Honors Seminar	3
		17

NOTES

(1) Students otherwise qualified for the program but lacking the prerequisites for the mathematics sequence should be aware that acquiring such preparation could result in some scheduling modifications and additional total credit hours.

(2) Students are required to complete the intermediate college level in one foreign language. Those who satisfy that component in fewer than four semesters (through previous study or CLEP examinations) shall substitute approved electives (including courses preparatory to the math sequence) for any remaining credit requirements.

(3) Social Science electives are to be chosen from designated courses in economics, political science, or psychology. Depending upon their future plans for major study, students may be advised to complete a sequence in one of those disciplines.

(4) Students must complete a year sequence in a single laboratory science.

(5) The honors elective shall be a choice between HON 231 History of Science and Technology in the Modern World or HON 241 The Western Philosophical Tradition.

APPENDIX C

DEVELOPMENTAL CERTIFICATE PROGRAM ARRAY

FALL

Reading Skills I Writing Skills I Study Skills	Required courses
Basic Arithmetic Life Skills I Orientation Developmental Science	At least six hours of developmental courses and/or suggested electives.

*Suggested Electives

SPRING

Reading Skills II Writing Skills II	Required courses
Life Skills II Developmental Science II	At least six hours of developmental courses and/or suggested electives.

*Suggested Electives

1. Reading & Writing courses will be required of all students in the developmental program whose reading skills are below 9th grade level and who lack appropriate writing skills.

2. Students will be assigned to developmental courses based upon individual needs as determined jointly by advisor/advisee. For example, some students may need Orientation but not Life Skills. Some may need Basic Arithmetic, others Developmental Science.

3. The electives listed were suggested by departmental chairmen. The selection was based upon (1) Amount and difficulty of reading required, (2) Previous successful experience by SETA students in these courses, (3) The marketable skills to be gained.

A certificate in developmental studies requires:

a. 9th grade Reading Level
b. Competence in Writing Skills
c. Successful completion of Study Skills course
d. 24 hours of courses as outlined above
e. A minimum cumulative average of 2.00

(Next Page)

APPENDIX C

* ELECTIVES

1. Humanities and Social Sciences Department

HUS 127 Interviewing and Group Techniques

2. Business Department

Key Boarding (a new class in typing that will be offered next year)

BUS 111 Typing
BUS 117 Office Procedures
BUS 113 Business Math
ACC 133 Office Accounting

3. Hotel Technology

HOT 114 Food Administration and Menu Planning
HOT 111 Food Preparation I
HOT 113 Elements of Baking
HOT 251 Quantity Foods I
HOT 112 Food Preparation II

4. Music

MUS 145 Piano History, Tuning and Repair
MUS 181 Class Piano
MUS 183 Class Guitar

Humanities and Social Sciences Department

New Programs - Projected Implementation Schedule

A.S. - Performing Arts/Theatre	fall 1982
A.A. - Honors Degree option	fall 1982

DEPARTMENT OF MATHEMATICS, SCIENCE AND TECHNOLOGY

Description of the Department

The Mathematics, Science and Technology Department provides high quality instructional programs in mathematics and science, and in the technology areas. Specifically, the math/science area prepares students for transfer to four-year colleges and universities through the Mathematics and Science A.S. program. The technology area serves the community by identifying the educational needs of technicians for industrial employment. The programs offered in this area are Electrical Technology (AAS) which dates back to the founding of the College in 1969, Management Engineering Technology (AAS) which began in 1971, Nondestructive Testing Technology (AAS) begun in 1978, and Fire Protection Technology (AAS) begun in 1971, a Fire Science certificate, and a Nurses Aide certificate which includes contract courses to Ellis Hospital School of Nursing and to the Capitol District BOCES in the allied health fields.

Both of the Department's discipline areas strive to keep abreast of new scientific and technological requirements in order to upgrade and modify programs. This effort is supported by the inclusion in the Department's budget of $42,000 for annual equipment costs.

This year the Department expects to graduate the largest group of technology students in the history of the College, 40 Nondestructive Technology and 30 Electrical Technology students. These two programs have shown the greatest growth potential of curricula in this Department and are currently straining their physical and equipment resources. The Nondestructive Technology program went from 85 students in fall 1980 to 120 in fall 1981. Electrical Technology went from 61 to 69 over the same period.

The Department has 12 full-time and 7 part-time faculty. Several of the full-time faculty are active in publishing, giving lectures on various topics,

and in seeking grant funding for their projects. This year the department submitted requests for equipment funding totaling $103,000.

Advisory Committees

The Department has a Mathematics, Science and Technology Advisory committee which serves the entire array of programs offered by the Department, and a Fire Protection Technology advisory committee which seeks specifically to strengthen and upgrade the degree and certificate programs in its charge. The two fire science programs are designed specifically for volunteer and career fire fighters, to increase their technical skills and help them with job advancement. One of the concerns of this advisory committee has been how to relate the courses more closely to students' desires for promotion and advanced skills, thus encouraging them to enroll for the certificate or the associate degree. Questions concerning whether the various options in the program are clearly understood by potential students have been raised and a brochure outlining these options is now under discussion. This past year the committee suggested that the course Fire Ratings and Standards be omitted from the Fire Protection Technology program because it is obsolete. The Department has agreed and a computer science elective course will be substituted starting fall 1982.

The Math, Science, Technology Advisory committee has been especially busy this year, its major concerns being the rapid growth of the Non-destructive Testing Technology program which is out growing its facilities and the existing capitol equipment, and the need for the Department to respond to the increasing need for computer trained and knowledgeable personnel. The subcommittees of the advisory committee have developed a tentative computer science array and helped to procure at least 12 pieces of equipment for the Plastics and Polymers, the Nondestructive Testing, and the proposed Materials Science Technology programs.

COURSE UPDATING AND NEW PROGRAMS

The work done this year by the Department's planning committees and by the Department's faculty as a whole in the areas of reviewing courses for needed improvements and in generating new programs has been extensive.

The Department's current offerings of seven physics courses have been consolidated into four new physics courses. This was done in order to offer a broader based physics course for the Nondestructive Testing students and to meet the ABET standards for basic science in the Electrical Technology program. Two of the new courses are calculus-based physics courses and their inclusion in the Math/Science A.S. program, as replacements for three 3-credit courses, will allow off-step students to complete the program in two years.

Two new courses in biology for Math/Science majors will be offered starting with the fall 1982 semester. These new courses were developed to give students a chance to get actively involved in reading the scientific literature and in carrying out laboratory projects. Having taken these courses, students will be better prepared for transfer into four-year science programs. Although the courses are designed for Math/Science majors, students in other programs who have strong math/science backgrounds may also take them.

As a result of these course changes, the Math/Science program array has been modified with regard to the sequencing of the physics and biology courses in order to strengthen the study of biology and physics. Also, a computer science elective has been added to the first semester of the program's second year. The Department believes that these changes significantly broaden the Math/Science major's course of study enabling better transfer possibilities.

The sequencing of courses in the Nondestructive Testing Technology and the Management Engineering Technology programs was also rearranged in an attempt to build students' knowledge and skills more sensibly in an organized fashion. As a result of these modifications, three of the Department's most successful programs are significantly strengthened in terms of reorganization of courses, and also have been up-graded by the addition of new and higher level course work.

The Department also completed work on a geology 2+2 option which will be offered in the fall of 1982 under the Math/Science transfer program. The geology concentration consists of four new courses and is aimed primarily at articulation with SUNY Albany. It gives SCCC students who wish to transfer another option from which to choose and also enriches the Department's range of electives.

The Electrical Technology program underwent a complete review in the spring semester by an outside consultant in preparation for a visit from the Accrediting Board of Engineering Technology (ABET). The consultant suggested that the program emphasize the area of microprocessors and microcomputers by way of updating the program and distinguishing it from other area programs that compete with it for students. This recommendation was accepted by the Department faculty as very much in line with the direction the Department is now taking in developing new computer science programs.

The review also revealed that coordination between lecture and laboratory portions of the program was weak. The Department took action to rectify this deficiency by adding laboratory components to three courses, rearranging the sequencing of some courses, and adding a computer science elective which is mandated for ABET accreditation. The pre-accreditation review has enabled the Department faculty to revise and strengthen the Electrical Technology

program during this past semester. As a result, the strengthened program will be offered for the 1982-83 academic year, during which year formal application to ABET will be made for a visit in 1984.

In 1980 the Department of Mathematics, Science and Technology published its first long range plan and the new program with the highest priority for initiation was Plastics and Polymer Technology (See Appendix A). It was the judgment of the faculty that such a program would ably support and complement the existing program in Nondestructive Testing Technology. The use of plastics is increasing, and the testing of finished articles using non-destructive methods is becoming a very important part of the Nondestructive Testing Technology program. Moreover, a program in Plastics and Polymers would allow joint use of selected pieces of equipment. The acquisition of an Instron Universal Testing machine thorough a state grant in the 1981-82 academic year for the Nondestructive Testing program will enable the College to institute the new degree program with few new equipment needs.

The Math, Science, Technology Advisory Committee also strongly endorsed the initiation of a program in Plastics and Polymers and worked with the faculty so the program can be initiated by adding one additional faculty member to the existing personnel in the Department.

A survey of two- and four-year institutions made by the Department this year revealed that only five two-year institutions offer a plastics technology degree. An equal number of baccalaureate institutions and universities offer the program and there are 6-7 vocational institutes throughout the nation that offer such programs. The only other institution in New York that offers such a program is the College of Agriculture and Technology at Morrisville. Schenectady County Community College has been strongly urged by officials of the

State University of New York, and its colleague institutions to introduce such a program as rapidly as possible. The introduction of such a program is consistent with the mission of the College and the administration's objective of building a core of interrelated technological programs.

The Plastics and Polymer program will lead to the awarding of an Associate in Applied Science (A.A.S.) degree and will prepare graduates for employment where preparation, testing and processing technicians are required. Four of the more common D.O.T. titles reflect an employment need for the following: injection-molding machine tender, preforms laminator, mold setter, and machine operator/maintenance mechanic II. In addition to these jobs, graduates of the program will be qualified as technicians and quality control personnel in industrial plants and research and development laboratories.

The program is designed so that a highly qualified student can choose to pursue calculus and calculus-based physics, thus making the program more transferable to an engineering institution.

The second year of the program is almost totally devoted to the development of laboratory skills in the areas of plastics and polymers. The program includes a course in materials science and an introduction to the basic principles of nondestructive testing, which integrates the new program with the College's highly successful Nondestructive Testing Technology program and a Materials Science Technology program which is in the planning stage for 1983-84.

Graduates of the Plastics and Polymer program will have the following skills and knowledge making them eminently employable:

1. Students will have an understanding of the chemistry involved in making polymeric materials.

2. Students will have an understanding of how finished plastic articles are fabricated.

3. Students will understand the properties of polymer materials and be able to perform tests on plastics and polymers.

4. Students will be able to operate plastics fabrication and testing equipment.

During this past academic year the faculty of the Department designed the courses for the new program, carried out surveys of job needs in the community for graduates of the program (See Appendix B), sought advice from the advisory committee on immediate job opportunities and how to obtain necessary equipment, and under the leadership of the department chairman, prepared a program proposal for submission to SUNY Central and the State Education Department. Happily, the program was registered by the State on April 28, 1982 and will be offered in the fall of 1982. The Plastics and Polymers program is the first brand new program the College has initiated in two years and represents the College's recently strengthened commitment under its new President to meet the technical training and job needs of the geographical area it serves.

Another initiative the College has taken this year, as reflected in the work done by the Mathematics, Science, and Technology Department, is the move to respond to the community's training and educational needs in the area of computers. The increased use of computers and microprocessors, both in the home and in the business community, has led to a growing demand for trained personnel in computer science. The College believes that as part of its overall mission, it must educate students to meet the challenges they will face after they leave the institution. An aspect of the discharge of this mission involves providing a basic knowledge in the use of the computer. Area colleges such as the State University of New York at Albany and Rensselaer Polytechnic

Institute in Troy have more applicants for their four-year computer science program than they can accommodate as freshmen. Experience shows that student space is available at the junior level. This same condition obtains at Union College in Schenectady, Clarkson Institute of Technology, the State University of New York College at Potsdam and the SUNY College of Plattsburgh. Based on the existing and projected future demand for computer science instruction, there is reliable evidence to support the conclusion that this College could attract 30-60 students per year for a compute. science program.

The Mathematics, Science, Technology Advisory Committee of the College, which includes computer science professionals from the three area institutions, has strongly recommended to the President and Trustees that Schenectady County Community College move with dispatch to develop a program that could serve a major need for this area.

The Mathematics, Science and Technology Department has already approved the concept of a computer science transfer program. The objectives and course array have been endorsed by the Math, Science, Technology Advisory Committee, and the computer science faculties at the State University of New York at Albany and Rensselaer Polytechnic Institute (See Appendix C).

Departmental personnel are preparing the course descriptions and outlines for the proposed six new courses in computer science. The course outlines are scheduled for review by the College Curriculum Committee and approval by the faculty at the beginning of the 1982 academic year.

The first step toward achieving this goal was accomplished this spring when the faculty of the College approved the offering of a new course, Introduction to Computer Science, for fall 1982. This course uses BASIC as its language and will be followed by a second course in spring 1983, Computer Programming, which will teach the Pascal language. The new Introduction to

Computer Science course has already been integrated into the Criminal Justice and Paralegal Aide programs in the Business and Law Department, and into the Math/Science transfer program, the Fire Protection Technology program and the Electrical Technology program.

Throughout the next academic year, department personnel will be developing the six new computer science courses which will pave the way, through the establishment of a computer science concentration to begin in the fall semester 1983-84, for the eventual implementation of a transfer A.S. program in Computer Science for the 1984-85 academic year. This phasing process will enable the College to systematically proceed with the development of an adademically sound and cost-effective program in computer science.

As part of its Title III Developing Institution Grant proposal which the College submitted in March, it will be seeking the needed resources to offer relevant computer instruction to students in the two departments where computer skills are essential, Business/Law and the Math, Science, and Technology departments. For the Department of Mathematics, Science and Technology, the College has proposed the acquisition of fifteen microcomputers for use in computer science instruction, two microcomputers (AIM 65 being one possible model) for direct use in the electrical technology laboratory, and two microcomputers (APPLE II as a possible model) for computer-simulated instruction in the biology laboratories.

The Department plans to submit a proposal to the faculty for a new program in Industrial Safety Technology during the fall term of the 1982-83 academic year (See Appendix D). This program will initially be offered to part-time students and is aimed at meeting the needs of industry and governmental units for persons trained in handling transportation and working with

hazardous materials with emphasis on recent governmental regulations covering hazardous materials.

The program will require only three new courses and it is expected to be ready for offering to students starting with the 1984 fall term.

The concept of a Materials Science Technology program emphasizing the study of microstructure of materials will be submitted to the faculty for approval during the 1982-83 academic year (See Appendix E). This program will coordinate well with the existing Nondestructive Testing and Plastics and Polymer programs. In anticipation of such a program, the Department has acquired a scanning electron microscope as a donation from industry. The program is expected to start with fall 1983 or fall 1984 term.

The area of bio-medical engineering technology is also being investigated by the Department as it would combine the current electrical technology and biology areas of the Department and would require little in the way of additional equipment and space (See Appendix F). The Department will be working with the advisory committee to establish the need and exact course array during the 1982-83 academic year.

In addition to the foregoing items which reflect the strengths of the Department, the math offerings of the Department completely cover the areas of mathematics from arithmatic to differential equations and the math staff has been innovative as evidenced by the introduction of a new course in Constructive Geometry and Trigonometry which is now being accepted for implementation in several other colleges, Bronx Community College being the most recent.

The Department needs to address the following weaknesses:

1. A five year equipment replacement plan.
2. Need for new personnel in the areas of Math, Computer Science, Nondestructive Testing, Physics and Plastics Technology.

3. The development and approval of the annual budget at an earlier date so as to allow for more timely advertising for new personnel and procurement of equipment and supplies.

The weaknesses of the Department are the lack of a placement exam for all incoming Freshmen and no advanced electives for majors.

APPENDIX A

ASSOCIATE IN APPLIED SCIENCE - CHEMICAL TECHNOLOGY - PLASTIC & POLYMER OPTION

FIRST YEAR

FALL SEMESTER	CR	SPRING SEMESTER	CR
ENG 123 Freshman Eng I	3	ENG 124 Freshman Eng II	3
MAT 151 Math for Engrg Tech I	4	CHM 122 Gen Chem II	4
PHY 151 Technical Physics I	4	MAT 152 Math for Engrg Tech II	4
MET 116 Materials Sci	3	CHM 222 Organic Chem I	4
CHM 121 Gen Chem I	4	PHY 152 Tech Physics II	4
	18		19

SECOND YEAR

FALL SEMESTER	CR	SPRING SEMESTER	CR
CHM 224 Organic Chem II	4	*PPT 214 Pol Fab & Test II	4
*PPT 212 Pol Fab & Test I	4	*PPT 234 Intro Pol Chem II	3
*PPT 232 Intro Pol Chem I	3	*PPT 236 Prop, Char & Indent of Pol	4
NDT 111 Basic Prin of NDT	2	Social Science	3
Social Science	3		14
	16		

*New Courses

Requirements for Admission: 2 1/2 - 3 Units of Mathematics
(Including Intermediate Algebra and Trigonometry)

2 Units of Laboratory Science
(Including Chemistry)

APPENDIX B

TABLE I

Summary - Industrial Survey
Totals in Each Category

Nature of Business					People Employed in Area Being Surveyed			Anticipated Needs				
Mfg.	Res.	Dev.	Fab.	Testing	0-10	11-50	100	77	78	79	80	85
8	5	7	5	4	7	5	1	7-8	27-67	25-66	18-58	18-53

Starting Salary: $10,000 - $15,000

TABLE II

Industrial Survey
Plastics and Polymer Technology

Company	No. of People Employed in Area of Plastics	Anticipated Needs 1982	1983	1984	1985	1990
Schenectady Chemicals	50 - 100	3-4	3-4	3-4	3-4	?
General Electric						
Research & Development	18	4	4	4	4	4
M & P Laboratory	11 - 50		1	1	1	1
Waterford	11 - 50		uncertain			
Coleco Industries	--	5	5	10	10	10
Albany International	--	1-2	1-2	1-2	1-2	1-2
		13-15	14-16	19-21	19-21	16-17

APPENDIX B

TABLE III

Students Available from Area High Schools for Plastics and Polymer Technology (1978)

County	Percent of Questionnaires Returned	77	78	79	80	85
Schenectady	56	3-4	5-6	5-6	6-7	6-7
Saratoga	50	5	9-11	16-20	23-28	25
Rensselaer	20	-	-	3	4	5
Albany	56	3	7-8	18-19	12-13	14-15
Schoharie	57	2	2	6	5	4
Overall	50	13-14	24-28	48-54	50-61	54-56

TABLE IV

Estimated Number of Students Available to take the Proposed Course of Student (1981)

High School	1978 Survey					1981 Survey				
	77	78	79	80	85	82	83	84	85	90
Mohonasen	2	2	2	2	2	2				
Middleburgh	1	1	1	1	1	1				
Notre Dame-Gibbons	-	2	2	2	3	2				
Tamarac	-	-	2	2	3	2-3	----------			
Stillwater	-	-	2	2	2	1-3	----------			
Clayton Bouton	1	1	1	1	2	1	1	1	1	1
Troy	No Response					2	----------			
Amsterdam	No Response					1	2	2	2	2

APPENDIX C

PROPOSED ARRAY FOR COMPUTER SCIENCE

FIRST YEAR

FALL SEMESTER		SPRING SEMESTER	
ENG 123 Freshman Eng I	3	ENG 124 Freshman Eng II	3
CHM 121 General Chemistry I	4	CHM 122 General Chemistry II	4
MAT 161 Calculus I	4	MAT 162 Calculus II	4
CSC 121 Intro to Computer Science	3	CSC 122 Computer Programming	3
		MAT 122 Statistics	3
	14		17

SECOND YEAR

FALL SEMESTER		SPRING SEMESTER	
PHY 141 College Physics I	4	PHY 142 College Physics II	4
CSC 222 Assembler Language	3	CSC 226 Fortran IV	3
CSC 224 Data Structures	3	CSC 228 Systems Programming	3
ELT 155 Intro to Micro-processors	2	MAT 222 Differential Equations	3
Social Science	3	Social Science	3
	15		16

APPENDIX D

INDUSTRIAL TECHNOLOGY - SAFETY OPTION

FIRST YEAR

FALL SEMESTER		SPRING SEMESTER	
ENG 123 Freshman English I	3	ENG 124 Freshman English II	3
MAT 151 Math Engrg Tech I	4	MAT 152 Math Engrg Tech II	4
CHM 131 Intro Chem I	4	*CHM 151 Descriptive Org Chemistry	3
PHY 151 Tech Physics I	4	PHY 152 Technical Physics II	4
	15	MET 215 Industrial Safety	3
			17

SECOND YEAR

FALL SEMESTER		SPRING SEMESTER	
FPT 119 Bldg. Constr and Codes	4	MGT 125 Personnel Admin.	3
FPT 217 Industrial Fire Protection	2	FPT 116 Hazardous Materials II	3
FPT 115 Hazardous Materials I	3	*SFT 211 Transportation Safety	3
FPT 111 Fire Prevention	2	*SFT 213 Industrial Hygiene	3
CRJ 135 Ind & Retail Security	3	Soc Sci Elective	3
OR		Computer Sci Elect	2-3
FPT 233 Power Hazards	2		17-18
Soc Sci Elective	3		
	16-17		

Total Minimum Semester Credits: 65

*New Courses

Requirements for Admission: 3 units of mathematics (incl Interm Algebra and Trigonometry)

2 units of laboratory science

APPENDIX E

MATERIALS SCIENCE TECHNOLOGY - MATERIALS CHARACTERIZATION OPTION

FIRST YEAR

FALL SEMESTER		SECOND SEMESTER	
Freshman English I	3	Freshman English II	3
Gen Chem I	4	Gen Chem II	4
Tech Physics I	4	Tech Physics II	4
Tech Math I	4	Tech Math II	4
		Computer Science	3
	15		18

SECOND YEAR

FALL SEMESTER		SECOND SEMESTER	
Social Science I	3	Social Science II	3
Materials Science I	4	Materials Science II	4
NDT Testing	3	Failure Analysis	3
Microstructure Characterization I	4	Microstructure Characterization II	4
		Strength of Materials	3
	14		17

Total Credits = 64

Program Prerequisites - 2 1/2 - 3 years of math including Geometry, Trigometry and Intermediate Algebra. Three years of laboratory science including Chemistry.

Mathematics, Science, Technology Department

New Program - Projected Implementation Schedule

Geology 2 + 2 option	fall 1982
A.A.S. - Plastics & Polymer Technology	fall 1982
A.A.S. - Computer Science	fall 1984
A.A.S. - Industrial Safety Technology	fall 1984
A.A.S. - Materials Science Technology	fall 1984

MUSIC DEPARTMENT

The primary mission of the Department of Music is to provide a rigorous, limited-enrollment program for carefully selected and auditioned applicants from Schenectady County, the Capital District, and New York State. The one academic program now offered provides strong opportunities for transfer to accredited, four-year programs in music education or music performance.

The secondary mission of the Department is to provide both part-time students in continuing education and SCCC students studying full-time in major programs other than music with a selection of courses in music history and literature, theory, performance, and instrumental repair.

1. An Associate in Science degree program in Performing Arts/Music, closely based upon and articulated with the Bachelor of Music in Music Education program at the Crane School of Music of the State University College at Potsdam, New York. The A.S. degree program in Music draws upon area public school systems for its 25 week music education lab exerience required of second-year majors. School systems which have cooperated in this endeavor are Ballston Spa, Guilderland, Niskayuna, Saratoga, Schalmont, Scotia-Glenville, and Shenendehowa.

2. Both daytime and evening or Saturday courses---available to part- and full-time students---in the humanities music area, in music theory, in ensemble performance, in group lessons in selected instruments, and in selected continuing education areas supportive to the established, professional musician or the amateur musician.

The Music Department is staffed by a full-time teacher-administrator with 13 years of college level experience, a full-time instrumental music specialist with 28 years of college and high school music teaching experience, and 13 adjunct faculty who teach only their professional specialties in music and are graduates of leading American conservatories and schools of music.

The Department's enrollment, which is purposely kept selective, has grown from 22 full-time students in 1980-81 to 35 full-time students in 1981-82. It is projected that the program could take as many as 40 full-time students without unduly straining its facilities. In order to hasten the day when the maximum class size might be in place and to increase the yield of students applying who have adequate music reading and other skills essential for success in a college music program, the Department has created a new course called Music Theory. This course ran for the first time in spring 1981 and was also offered during summer 1981. The course was designed to help provide the music theory and reading background required for entrance at SCCC or at any other select music institution. Ten students auditioned for fall 1981 entrance after they completed the course. Several students were admitted to the music program upon condition that they successfully complete the course.

Another effort to attract more and better qualified students was a display manned by music faculty at the Annual Conference of the N.Y.S. School Music Association. The new aspect of the display was the dramatic improvement in appearance and impact provided by using the Escort Portable Display System and the new Music Department slide show. Consequently, more literature was taken away by music teachers and students than before. Several of the personal contacts made resulted in auditions of applicants residing as far from the Schenectady area as Long Island, Suffolk County, St. Lawrence County, and Clinton County.

The sponsoring of extra-college events at SCCC such as the Suburban Council Music Festival and the N.Y.S. Summer School of the Arts auditions as well as the presentation of public events on campus brought many potential future music students to the campus where many of them realized that

SCCC has a music program and that the program is a special one. Perhaps most important for the attracting of the fall '81 music class was the bringing to the campus for the first time of a variety of area school music teachers. Some of these teachers have since advised certain of their high school seniors to "have a look" at SCCC for music and to audition.

The Department chairman this past year extended his policy of treating each prospective music student as a special person. This is now the service which almost all prospective music students benefit from:

a. Interview with the chairman (typically one hour in length),

b. Tour of the music wing and invitation to SCCC ensemble rehearsals, concerts, etc.

c. Sharing of Department handouts regarding
   1) faculty,
   2) audition procedures,
   3) arrangement with the Crane School of Music,
   4) housing (for non-commuters), and
   5) other aspects of the College.

d. Personal letter from the chairman to most telephone and mail inquiries,

e. Personal letter from the chairman to all students whose application is approved by Admissions,

f. Personal letter from the chairman following all auditions providing specific recommendations for future alternatives to those not found acceptable at the audtion.

The Department feels that such efforts as these will result in the desired growth in enrollment. A further good sign for the future was that the Crane School of Music, for the first time, provided an extensive list of referrals for possible recruitment into the program.

Since its founding in 1975 and its first registration of students in 1976, the Department of Music has been concerned primarily with its A.S. program. However, during the past two academic years, services of the

Department have been expanded in order to encompass two other areas of interest to SCCC and the community: 1) During 1979-80 the first music courses designed for general education and for non-matriculated students were implemented. In 1980-81 these offerings were strengthened and extended. 2) In 1980-81 the second area of services unique to the Department of Music was measurably strengthened: public events and community service presentations designed to serve general and special constituencies in the community and in the College and to provide publicity and public relations exposure for the enhancement of the SCCC image.

The Department of Music is one of the academic departments that offers evening and Saturday courses designed solely for the service of students not matriculated in a departmental program. The Department of Music has designed and staffed these courses and oversees most details of their implementation. The last review by the Middle States Association (1978) criticized the College for failing to provide music coursework for general education students. In response to the observations, the following new music offerings were run during evenings and Saturdays in 1979-80, 1980-81, and 1981-82.

JAZZ IN AMERICA (appreciation-literature offered for humanities elective)
THE ENJOYMENT OF MUSIC I (appreciation-literature, humanities elective)
THE ENJOYMENT OF MUSIC II (humanities elective)
OPERA WORKSHOP (humanities elective)

Courses listed below apply as free electives;

JAZZ ARRANGING AND IMPROVISATION
MUSIC THEORY (lower division college level: one purpose is to prepare students for a college music entrance auditon)

CLASS PIANO I
CLASS PIANO II
CLASS GUITAR I
CLASS GUITAR II

In 1981-82, a humanities elective music course, Jazz in America, was offered during the daytime hours for the first time since the founding of the Music Department. In the summer 1981 session the experimental, five-week, intensive course PIANO HISTORY, TUNING AND REPAIR was offered. MUSIC THEORY was also offered to aid those music program applicants who were planning an early audition. APPRECIATING SYMPHONIC MUSIC was designed by the Continuing Education Department and was taught in August by one of the Department's part-time faculty. The Department will continue to add courses for non-music majors as the need grows.

Along with expansion of its service coursework, the Department has increased the number of musical presentations on-campus and off-campus throughout the academic year. During 1980-81 the Department gave 26 concerts, workshops, recitals, and other types of presentations on-campus and eight performances off-campus. During this past academic year, the Department's faculty and students gave 30 on-campus and 11 off-campus performances.

Advisory Committee

The Department of Music was sustained and measurably helped by the counsel of its Advisory Committee whose combined current and past experience include school music teaching and administration; private studio teaching; solo, chamber, chorus, band, and orchestral music performance and conducting; church music performance; music curriculum design; corporate management; and newspaper editorial management. Work of the Advisory Committee was responsible for creation of the course MUSIC THEORY, for the Suburban Council Music Festival, and for upgrading the Music Department handout literature.

Course Up-dating and New Programs

The Music Department, in keeping with its commitment to expanding course offerings to non-music majors, has this past year completed work on a new course in group piano called Class Piano III. It is intended for students in programs other than Music and for part-time students. Demand for such a course had been demonstrated by a petition submitted to the Department by a number of students who had previously taken the Class Piano I and II. Although the new course is designed to serve primarily those who have undertaken beginning study through these prerequisite courses, it may also be taken by those who can demonstrate the needed piano technique and music reading competencies which the MUS 181-182 students have achieved. The course is both a vehicle for further development of piano technique, using group lesson methodology possible only with a multiple piano lab facility such as the one the Department has, and a survey of some of the outstanding piano styles as approached from a historical point of view. Such a course is found in the lower division, undergraduate offerings of a growing number of colleges and universities in North America and applies to baccalaureate degree programs in most of those institutions. The course has been approved by the faculty and will be offered in the fall of 1982.

A second new course, this one to be developed during the fall of 1982, is American Popular Music. It is intended as an addition to the existing service coursework in music for day time enrollment. The Department has also begun work on increasing the number of ensembles available to its sudents in order to provide more performance and repertoire study opportunities. To the existing jazz, wind, percussion, and small brass ensembles, the Department's faculty will be adding new ensembles in guitar and in saxophone/clarinet.

Another change that came about as a result of the Department's program review this year is the decision to divide the current Music Techniques course into three separate courses: Brass Techniques, Woodwind Techniques, and Keyboard Techniques. This will allow students to develop basic performance and teaching skills in areas other than their performance concentration, thereby broadening their music background in general and expanding the areas in which they will have teaching skills.

The Department has begun work on a new concentration, Piano Pedagogy, to be added to the existing A.S. transfer program in Performing Arts-Music. The concentration consists of additional keyboard techniques courses, and will articulate with the Crane School of Music's B.M. program in Music Education. The new concentration is scheduled for fall 1983 implementation with the new courses to be developed during the 1982-83 academic year.

The Department also has plans to offer a new A.S. program in Music Performance in 1983. This new program will make use of 75% of the existing A.S. degree coursework, adding in the second year new courses in music literature and styles, and will reach beyond the music education field in order to attract students interested primarily in performance.

Music Department

New Programs - Projected Implementation Schedule

Piano Pedagogy concentration	fall 1983
A.S. - Music Performance	fall 1983

THE LIBRARY RESOURCES CENTER

The Library Resources Center is an integral part of the College's academic program. It provides materials and human resources in support of institutional objectives.

The Library Resources Center achieves these goals by:

Having a physical facility which is conducive to learning and is flexible enough to meet the diverse needs of all members of the college community.

Assuring that adequate equipment is available and well maintained and that its print and non-print resource materials are organized in accordance with generally accepted library standards and are readily accessible.

Providing adequate staffing by persons who are well qualified, concerned, and involved in college community activities.

Assisting the faculty with instructional development.

Supporting the development of the student's critical thinking, cultural appreciation, and personal growth.

Serving non-instructional functions of the college, such as administration, student recruitment, public relations, career placement, and institutional research.

Secondarily, the LRC contributes to the overall goals of the College by:

Participating in library networks: OCLC (Online Computer Library Center), CDLC (the Capital District Library Council), and NYSILL (New York State Inter-library Loan System.)

Participating in academic consortia, such as the Hudson-Mohawk Association of Colleges and Universities.

Providing for the leisure time interests of the college community as resources and funding permit.

Assisting faculty to further their professional and scholarly development.

Offering its services to community residents as time, staff and resources allow.

Begley Library Resources Center at a Glance (As of November 23, 1981)

Hours Open: 69 hours/week

Staffing:
- Library Director
- 2 Professional Librarians
- 1 Educational Communications Specialist
- 2 Media Technical Assistants
- 3 Senior Library Clerks
- 1 Secretary

46½ hrs/wk part-time professional librarians
19 hrs/wk part-time library clerk
20 hrs/wk part-time media technician
58 hrs/wk work-study students

The Collection:

Collection size:	46,500	volumes
Added per year:	3,000	volumes (includes media software, gift and free materials)
Media software:	3,081	titles
	13,061	units
Periodical Subscriptions:	350	titles

Materials Budget: 1981-1982

Books:	$57,000	(plus $5,000 for Honors Degree Program)
Periodicals:	14,850	
Instructional supplies (media)	7,435	(includes raw stock & new and replacement commercially produced software)
Title II Grant:	1,200	

Projected N.Y.S. Library Grant: 2,000

Services: 1980-1981

		Increase over 1979-1980
Total Circulation:	29,568 (includes reserve material)	33%
Interlibrary Loan Transactions:	1,355	16%
Transactions at Reference Desk:	300/week - averaged	15%
Formal Library Instruction classes:	49 (32 English Composition, 17 Specialized Subjects)	
	870 total attendance students	
Media Center:	20,500 persons served in Media Ctr	51%
Video Productions:	Approximately 30 during 1980-81	
	Studio in use approximately 1000 hrs/yr.	
16mm Films rented:	167	

For the fourth consecutive fall term the Library Resources Center has served more students and faculty than it did each previous year. The total number of questions asked at the Reference Desk has increased 17% over fall 1980. Reference librarians now assist more than 350 library users at the reference desk during a typical week. Library attendance has increased during four out of five time slots surveyed and attendance during afternoon and evening hours increased an average of 36%. Some of the increased demand for library services can be traced directly to an enhanced library instruction program. During the fall term, staff librarians conducted 29 formal instruction sessions for college classes, an increase of 10 classes and an increase in attendance of 31% over fall 1980. Especially significant was the fact that library staff worked with 16 instructors this year, nine more than during fall 1980. Orientations were conducted for biology, political science, and hotel technology courses as well as for all 23 of the fall term's English Composition classes. Evening classes were also served.

As part of its long-range planning process, the Library Resources Center surveyed a representative sample of day and evening students, faculty, and staff to determine their need for library and media services (See Appendix A). They received 586 replies which constituted approximately 50% of the questionnaires distributed to faculty and to the 40 classes targeted for study. The replies indicated that faculty and students have a generally favorable impression of the Library Resources Center. The findings of the survey are now being analyzed and suggest some specific recommendations for the coming 1982-83 academic year.

In July of 1981 the hardware for the 3M Tattle Tape book security system was installed. Over the summer approximately 22,000 books and

several periodicals were protected. The reference collection and books in high risk areas such as art, hotel technology, and criminal justice were given top priority. In this ongoing activity, all new books and selected current periodicals now undergo an additional processing step before they reach the shelves in order to help protect them from theft. The recommendation to install a theft detection system to protect library material was reinforced by the Middle States accreditation team during its 1978-79 visit to the College. About half of the Library's book collection has now been protected through use of the system. Work on protecting the rest of the existing collection will continue.

Also in line with the Middle States accreditation report's suggestions, the periodicals collection had been augmented by the addition of 92 new periodical titles in 1979-80. This increased the collection to a respectable level by adding needed titles to support the College's instructional programs. In 1980-81, 22 new titles were added and this past year eight new titles were added bringing the collection to 350 titles which is adequate to support the present instructional programs.

The Media Center has a permanent collection of 51 instructional films, 12 of which are new acquisitions added this past academic year. The Media Center also houses 542 tapes for use on the Dial Access system which contain 2,060 programs ranging from foreign languages to shorthand.

To supplement its small permanent film collection and to respond better to instructors' needs, this past academic year the Media Center spent close to $4,000 on film rentals to serve courses in the Continuing Education Division, and all academic departments.

Support Activities To The Instructional Program

Along with its regular service of providing library orientation for all

English Composition classes, this year the Library Resources Center staff conducted additional library orientations for biology, political science, and hotel technology courses by request of the instructors. Media Center staff this year also held an orientation for new faculty to familiarize them with the services the Center offers to help instructors with teaching methods, acquisition of films, videotaping and other activities.

The Library, through its Media Center staff, offers a wide variety of services to instructors. Staff do videotaping of guest speakers, of demonstrations by teachers to illustrate specific points, of student practice teaching sessions, of improvisational skits done by students in a learning situation. These tapes are then used by the instructors in class to illustrate visually points they are making about the subject matter being taught. Media Center staff also teach instructors how to use equipment such as photocopy stands and cameras which enable teachers to make slides for use in class, or the overhead projector which projects images on to a screen for better viewing, or the film projector in order to show films in class. Staff also help teachers to develop their own instructional materials and assist them in determining the medium that will best convey the desired message.

Some of the activities carried out this year by Media Center staff and the College's instructors have been the following:

George Potter and his chemistry students were videotaped during a field trip they made from Albany to Coxsackie on the "Onrust", Stony Brook's Marine Sciences Research Center boat. The purpose of the videotaping was to create a film to be used in Freshman Chemistry and Organic Chemistry classes demonstrating techniques of water sampling, recording data, and analyzing water samples in a field setting.

Mary Jane Dike, Sallie Hume, and Barbara Fatum have used the Media Center services to produce videotapes of students in mock interview situations for the Interviewing Group Techniques course. These tapes of students are used to allow students to criticize each other's techniques and also so they can view themselves in action and improve their appearance, behavior, and interviewing performance.

Sue Larkin learned how to use overhead transparencies for her Basic Nutrition course and has used the Media Center's collection of films as well as rental films on meat cooking and cutting techniques, sanitation procedures, and front desk courtesy, handling money and credit cards in the Food Preparation I and II courses and in her Front Office Management course.

An example of cross-disciplinary cooperation supported by Media Center staff was the videotaping of Grayce Burian's Theatre students doing skits for Martin Weinstein's course in Professional and Applied Ethics. The students enacted situations in which ethical decisions had to be made. The films are to be shown in the Ethics course in order to generate discussion and exploration of ethical questions in the business and law areas.

The Hotel Technology faculty made good use of the Center's videotaping facilities throughout the year to create video programs such as those that demonstrate procedures for dishwashing machine operation and for seaming and classifying a leg of veal. Guest speakers were filmed for Gene Alibrio, Erv Crawford, and Scott Raplee's classes on topics covering linen service, floor care, fish and shellfish, and fire prevention. These tapes are used in classes and in labs to supplement the regular teaching materials and are particularly helpful because once guest speakers are captured on video they can be used repeatedly in a variety of teaching situations.

In Erv Crawford's Organization and Management class, students were taped while participating in question and answer panels and the tape then played back so students could observe themselves and share criticisms of each other. These tapes are kept on file for a year enabling students to view them at different times throughout the semester to monitor their progress. During the taping sessions, some students had a chance to learn how to operate the cameras so they could tape the action themselves when the need arose.

Margaret Breese's music students were taped in practice teaching sessions so they could view themselves and improve their teaching methods. Judy Karmiohl's Freshman English II class taped speeches they gave in class sessions dealing with rhetoric and persuasion. Pat Castelli had her modern dance students videotaped so they could view their performances from a critical point of view.

Pat Barker learned how to use the Visualmaker Kit in order to make slides for her Psychology class. Lise Kure-Jensen made a ten minute instructional tape called Introduction to English as a Second Language which is shown at the beginning of each semester to ten or twelve foreign students. The tape gives helpful suggestions on how students can develop good habits on their own time to improve their English language skills.

This summer, Media Center staff will be working with Cary Massa on the Summer program for gifted and talented elementary students. One of the courses for these students, called Take-2, will provide an opportunity for hands-on video production allowing students to write, direct, and produce their own show in the Media Center Studio. They will learn shooting techniques, lighting, graphics, and crew procedures and operations.

APPENDIX A

1981 Library/Media Center Survey
Findings and Recommendations

To assist us in our long-range planning, in December 1981 we surveyed as representative a sample of the College community as time and funds would allow. We attempted to guage the reasons why people used the LRC, frequency of use, levels of satisfaction with services used, and elicited ways the Library and Media Center could better serve our clientele. The data collected by this survey is appended to this document.

Among the significant findings of the survey were:

- Eighty-four percent of 586 persons surveyed report having used the Library/Media Center.
- Ninety-eight percent of persons using media center and library services report being satisfied with them. People are especially appreciative of film rentals, the videotapes and other media they use, interlibrary loans, and the personal assistance given by library staff at the Media Distribution Center, Circulation and Reference Desks.
- Seventy-eight percent of faculty and professional staff characterized overall communication between them and the Library/Media Center as "very good" or "adequate" and only four percent reported it was "inadequate."
- However, the great majority of evening students and faculty report using the LRC "seldom or never" as opposed to two-thirds of the full-time (day) students and faculty who reported using the library "daily" or "once or twice a week." The two most often cited reasons for non-use were "do not need for assignments" and "inconvenient hours" (for working students).
- The large percentage of non-users reporting that they do not need the LRC for assignments seems to indicate that Faculty are not taking full advantage of the resources the Library may have to enhance their classroom assignments.
- Inadequacy of the Library operating hours was given further credance when the most often cited way the Library could improve its services was by extending hours.

- A large number of Faculty and student LRC users recommended subject areas in which the Library's collections could be improved. These tended to be the student program area or the faculty member's teaching discipline. A number of respondents expressed the opinion that the LRC's collections were inadequate in their field of study.

- The thing students reported liking most about the Library was that it was conducive to quiet study. Conversely, noise was most often cited as the Library's biggest problem. Three times as many students said it was quiet than said it was noisy.

After studying these findings, we feel the following areas should be addressed during the 1982-83 budget year:

Public Relations:

The needs survey indicates insufficent communication with the evening faculty and students. This seems to be a prime area of concern during next year. For 1982-83, evening staffing must be maintained at present levels, and more printed materials publicizing library/media center services must be produced and distributed to evening and part-time persons. The Library should take part in any orientation the College may offer for part-time and/or evening instructors and students or should organize its own program for evening users. This was a finding of a survey conducted in connection with the Middle States Reaccreditation in 1978. Implementing the recommendation of the Middle States Evaluation Team to add a part-time position (clerical) during the evening hours in the Library, to permit the professional staff to better serve the evening user, has not solved the problem.

Greater efforts, i.e., more staff time and energy, needs to be devoted to working with full-time faculty in instructional development. Each LRC Staff person should be designated liaison with an academic program or department. This ultimately is the only way to insure maximum use of the LRC's resources. Our proposal to enhance staffing with an additional professional and paraprofessional position will enable us to do this.

Extension of LRC Operating Hours

The Library/Media Center should attempt on an experimental basis for the Fall of 1982 Semester to extend hours in the evening by remaining open until 10 pm Monday through Thursday. Many classes now meet until 8:45, and while some continue even later into the evening, having the Library open until 10 pm should allow many more of these evening students and faculty who work during the day to use the Library.

Detailed records of attendance for 9-10 pm and throughout the evening should be maintained. If total attendance during the evening increases and if the average attendance from 9-10 pm equals the attendance from 8-9 pm in 1981-82, the extended hours should be maintained.

This can be accomplished without increasing staffing beyond the 1982-83 budget request* by eliminating hour hours on Friday by closing the LRC at 5 pm Friday night - a period of minimal use when few if any classes are scheduled.

Improvement of the LRC Photocopy Services to Students

Both the 1978 and 1981 surveys indicate the need for a better photocopy machine and microfilm reader-printer. Both of the present machines are obsolete models over ten years old which require an inordinate amount of maintenance and malfunction frequently. Also, both machines are very poorly designed and difficult for our students to operate, necessitating constant assistance by the Library staff.

Since we store back issues of periodicals in microform and limit the circulation of our periodicals, reserve materials and reference books, the LRC must have adequate photocopying services to make these materials acces-

*Extension of hours on evenings or weekends will require additional campus Security for the LRC building and staff.

sible to our students. It is not convenient for many of our students to use materials in the library.

In 1982-83, we recommend that our reader-printer be replaced. We will request a new photocopier in 1983-1984.

Insuring Adequate Library/Media Collections

The 1982-1983 budget requests for books, periodicals and instructional materials will insure continued adequate funding for library/media materials next year. The many areas suggested by survey respondants as needing additional holdings are being examined and areas judged inadequate will be addressed in next year acquisitions from our regular budget.

TOTAL SUMMARY — SCCC Library/Media Center Survey —

Bagley Library Resources Center is undertaking a needs assessment in connection with the College's long-range planning review. Filling out this questionnaire will be a great help in evaluating ways the Library/Media Center could improve its services to you. Check all answers that apply. Feel free to add comments.

Q 1. About you, are you

		#		%
a.		280	day student -full & P/T	.48
		217	evening student - part-time	.37
			professional staff-classroom faculty	
		16	professional staff-other	.03
b.		30	full-time (classroom	.05
		43	part-time faculty)	.07
	Total	586		100

If student or classroom faculty, please indicate program: _____

Q 2. a. How often do you use the Library/Media Center during a Semester?

Users 487

71	daily	.12
190	once or twice a week	.32
226	seldom (322)	.46
96	never	.16

b. If you said seldom or never, why not?

TOTAL 322

25	doesn't have materials I need	.07
28	inconvenient hours	.09
8	confusing to use	.02
193	don't need for assignments	.60
58	other _____	.18

Q 3. Why do you use the Library/Media Center? (check all that apply)

TOTAL 487

		%			%
149	xerox machine	.30	321	reference materials	.66
75	dial access	.15	245	borrow books and cassettes	.50
110	visit with classes	.22	262	read magazines and newspapers	.54
128	watch video tapes or films	.26	87	reserve materials	.18
54	interlibrary loans	.11	262	study own texts or notes	.54
63	career information	.13	103	leisure listening or reading	.21
38	produce audio-visual materials	.08	75	meet my friends	.15
24	other _____	.05	80	do assignments using audio-visual or print materials	.16

Q 4a. Have you had the Library Orientation program for English Composition classes?

TOTAL 586

YES	NO
351	233
.60%	.40%

b. Do you feel the program is effective in teaching students how to use the Library/Media Center?

YES	NO
229	30
.62%	.06%

Q 5. Have you ever experienced difficulty using

TOTAL 487

		%	EXPLAIN
dial access system	36	.07	
the card catalog	13	.03	
periodical indexes	17	.03	
the book numbering system	26	.05	
magazines	9	.02	
the vertical file	16	.03	
other _____	6	.01	

Q 6. If you have used any of the following services, were you satisified with the service you received?

TOTAL 487

(Leave blank if service has not been used)	%			%	EXPLAIN
Reserve materials	.41	199 YES	11 NO	.02	
Circulation (chargeout) Desk	.61	297 YES	10 NO	.02	
Reference Librarian	.51	247 YES	11 NO	.02	
Media Center Counter (Media equipment & matls)	.37	182 YES	10 NO	.02	
Microfilm/microfiche readers/printers	.28	135 YES	15 NO	.03	
Media Center with a Class	.38	184 YES	6 NO	.01	
Film Rental Service	.05	25 YES	8 NO	.02	
Interlibrary Loan	.18	86 YES	9 NO	.02	
Other _____	.02	8 YES	NO		

Comments:

Continued over. . .

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TOTAL SUMMARY

Q 7. In which subject areas do we need more periodicals, books and/or media materials?

List areas:	PERIODICALS	BOOKS	NON-PRINT MEDIA

Q 8. How can the Library/Media Center improve its service to you?

TOTAL 487 (users)

		%			%
58	better xerox machine	.12	45	computerized data-base searches	.09
101	automatic coin changer	.21	29	more space for group listening/ viewing of media	.06
22	printed subject bibliographies	.06	38	subject-related library orientations	.08
47	more staff help available	.10	43	library research workshops or courses	.09
68	more career information	.14	40	audio/video taping of classes, lectures	.08
87	more course-related matls.	.18	44	more print info. on how to use Library/Media Center	.09
62	more group study rooms	.13			
111	extend hours open	.23			
8	other	.02			

Q 9. What do you like most about the Library/Media Center?_____

Q 10. What do you feel is the Library/Media Center's biggest problem?_____

Q 11-13 For Faculty/Professional Staff

TOTAL 89

Q. 11 Which of these services do you find helpful and should be continued:

		%
33	Choice book review cards	.37%
23	other book and media review materials	.25
44	"pink slips" notifying you that books you requested are available	.49
20	"The Big L" newsletter	.22
42	"Begley L.R.C. Faculty Information" brochure	.47
23	"Begley Library Resources Center" brochure for students	.26
31	16mm film rental schedule	.35
21	Dial Access schedule	.24
26	displays	.29

Q. 12 Would you like to see greater media production capability in

		%
18	audio	.20
29	video	.33
20	graphics	.22
15	photography	.13

Q. 13 What is your evaluation of overall communication between you and the Library/Media Center?

		%
54	very good	.61
15	adequate	.17
4	inadequate	.04

Comments:_____

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OFFICE OF CONTINUING EDUCATION

The Continuing Education Office of Schenectady County Community College is dedicated to the concept that learning is a continuous life activity. The purpose of the Office is to enable members of the community to continue learning whether it be through advancing their formal studies or through leisure time activities that involve some informal learning. The Office serves clientele by offering credit and non-credit courses.

Credit courses are offered to those who wish to pursue college work on a part-time basis. Students have access to all of the courses offered by the College and may earn credits and degrees through evening studies. The Office serves from 1300 to 1500 students each semester. From 120 to 130 credit courses are offered each term by 25 to 30 full-time and 90 to 100 part-time instructors. The courses follow the curriculum pattern of the programs offered in the day sessions so a student may attend both day and evening in ordered to pursue a degree in as short a time as possible. Courses are also offered regularly at off-campus sites, the most recent sites being Burnt Hills-Ballston Lake High School, Mohawk Mall, New York State Offices in Albany, Schenectady County Office Building, and the Golub Corporation Training Facility in Schenectady.

This past fall term, 117 course sections were conducted during the evening for 1,330 part-time and five full-time students. The most popular course was Fundamentals of Data Processing. The fall semester was marked by an increase in cooperative arrangements with private organizations for offering off-campus courses. A formal agreement was reached with and highly publicized by Golub Corporation for SCCC to offer credit courses for their employees. Participating employees received tuition assistance from the company. Other organizations with which the Continuing Education Office

offered courses included Liberty Enterprises in Amsterdam and the New York State Department of Environmental Conservation in Albany. Courses offered were Production Management and Organic Chemistry, respectively. Also offered was the Fundamentals of Data Processing course in conjunction with the adult program at Burnt Hills-Ballston Lake High School.

The non-credit offerings of the Division are flexible allowing the institution to respond to educational needs within the community. Serving on the cutting edge of change, the non-credit programs are designed to:

- meet the educational needs of business and the professions;
- help individuals to prepare for new careers;
- provide a forum for dialogue concerning social issues and community problems;
- meet the staff development needs of governmental organizations and agencies;
- provide opportunities for self-development and personal enrichment.

Over the past two years, the most notable change in the Office of Continuing Education has been in the non-credit area. The Office, under new leadership, began to successfully market many new courses and programs that filled several community needs. This was done through adopting new techniques such as producing specific brochures and flyers describing courses and programs in detail, by using lists from the Chamber of Commerce and from Dun and Bradstreet to target specific audiences, and by enriching formats to include short courses, seminars, workshops and trips. These procedures increased attendance in courses and programs and added measureably to the College's and the Office's visibility in the community.

Some of the programs that ran successfully in 1980-81 were:

Alternative Careers for Teachers

The Office's first workshop attempt, it resulted in 138 participants from the capital district.

From Secretary to Administrative Assistant

The first professional management workshop. It attracted 52 registrants, all of whom evaluated the content and instruction very highly. Its success gave rise to a series of three workshops given in fall 1981.

Financial Planning for the Small Business

Co-sponsored with the Small Business Adminstration and the Schenectady Chamber of Commerce. The first workshop for small business owners. Although the attendance was only 12, evaluations were excellent.

Lunch-Time Learning Series

A new concept at the College which consisted of four mini-courses offered during lunch hour at a variety of locations throughout the county.

Whale Watching Trip

Whale watching has become one of the most popular activities for Schenectady residents. The first trip was such a success that a second trip was quickly organized and sold out in one day. A combined total of 153 people took part.

Various courses highlighted the 1981-82 year such as In-Rem Tax Foreclosure Workshop, a program designed for legal assistants; Money Talks' Series; From Secretary to Adminsistrative Assistant Series; Music for Children; How to Be a Super Sitter; Small Business Management; Gravestone Rubbing; and The Total Body. Two other courses were also very successful and brought a great deal of publicity: the weekend of September 11, the third Whale Watching Trip was conducted from Portsmouth, New Hampshire. The sightings were excellent and all 75 participants were very satisfied. The most publicized program was The Art and Business of Clowning with 36 participants. This course received excellent coverage by radio and newspapers. An official graduation consisting of clowning acts and the award-

ing of certificates was conducted which attracted an audience of over 200.

As a result of improved marketing procedures, a much broader variety of courses and programs attuned to community interests, and media coverage arranged by the College's Public Relations Director, the non-credit offerings drew considerable community support. From August 1981 to December of that same year, 44 non-credit programs were conducted with an enrollment of 663 participants. This represented a 100% increase from the same period the year before.

During the fall 198[illegible] semester, the Office gave much thought to evaluating the ability and effectiveness of its adjunct faculty. After examining the currently used evaluation tool, commonly referred to as SIRs, a decision was made to seek a better, more accurate instrument. The instrument chosen was the "Instructor and Course Evaluation System" (ICES) produced by the University of Illinois-Urbana. It was felt that faculty understood this instrument better because it is shorter, more precise, questions are more relevant to their classroom circumstances, and statistically it is easier to handle. The Office of Continuing Education makes a concerted effort, by using student evaluation of courses and other evaluation tools, to identify those faculty who are not doing well and they are not called upon to teach again.

The strengths of the Office of Continuing Education are its ability to be immediately responsive to community needs and an adjunct teaching staff whose outstanding traits are teaching ability and tenure with the College. The adjunct faculty members give the College continuity in the evening division because many of them have demonstrated a long term teaching commitment to the College.

The Office wants to continue efforts towards improving integration of the adjunct faculty with those who are full-time, increasing opportunities for more consultation between adjunct and full-time faculty in choosing textbooks and designing syllabi, and further strengthening the one-college concept.

V. PROJECTIONS FOR THE FUTURE

PROJECTIONS FOR THE FUTURE

The end of the 1981-82 academic year marked the conclusion of the first year of strategic planning and curriculum review at Schenectady County Community College. In the area of academic planning, the following tasks have been accomplished:

1. The Faculty Bylaws have been revised to provide for the systematic involvement of standing committees. (See Appendix A for the schematic diagram of the standing committee structure).

2. Each academic department has completed a planning document which will guide its growth and set the framework for new program development over the next five years. The documents will be revised each year and projections will be determined for the next five years giving the College a "rolling five-year Master Plan" for program development and the resources required. The college's master plan is tailored after the master plan concept for the overall State University of New York.

3. Each support unit has completed a planning document which delineates its projected needs and desired changes for upgrading and/or modifying services. The documents will also be revised on the "rolling master plan concept."

4. A community needs survey and an economic impact study have been completed and the results will be used to support the need for program development currently underway, to identify current program areas that will require modifications, to identify future program needs, and to produce public relations materials that will inform the community of the College's activities, their impact on the community, and the role of the College in general within its service area.

5. A complete curriculum review was begun as a part of a planning grant received from the Department of Education under the Strengthening Developing Institutions Program (SDIP). The review activities have resulted in a number of courses being revised and upgraded. The present effort will continue next year with a closer examination of individual courses and their relationship to programs. Procedures for

continual course and program review will be developed with the goal of institutionalizing the review process as a permanent feature of the planning system.

6. The Curriculum Committee and the Faculty approved a total of 49 new, and 10 revised courses during 1981-82, the most productive year in the College's brief history (See Appendix B). The majority of the new courses will be developed over the next two years for possible implementation in fall 1983 and fall 1984 according to the projected program implementation schedule and the availability of required resources.

7. Three new programs were developed this year and will be implemented in fall 1982. One new certificate program and a new concentration were also completed and are scheduled for implementation in fall 1982. Eight new programs were approved for implementation in fall 1983 and fall 1984, pending the availability of resources (See Appendix C).

The task that lies ahead for the College in the coming years is to build on the past two years of basic foundation work in strategic planning and academic program review. The planning process will become integrated into the regular activities of the academic departments and their support units as the planning procedures and attendant policies are refined. Regular review procedures of courses and programs will be developed over the next year and they also will be integrated into the departments' normal activities. Procedures to identify community needs more quickly, such as updating the community needs survey and specific job needs surveys related to individual departments' programs, will be developed and housed in the newly established Office of Institutional Research. This Office will continue to improve and expand its data collection procedures for use by the departments in their daily planning activities.

The effort to expand the College's computer facilities as related to the instructional needs of the College and operations of the academic divisions will continue. The development of the proposed new programs in Data Processing and Computer Science will be priority activities for the Departments of Business and Law and Mathematics/Science/Technology. These two programs will expand the degree options for students in the College's service area in the vital and rapidly changing service fields of business and information science.

The College will continue to examine its capabilities for training students for the "office of the 80's and 90's" by introducing new technologies in the broad field of secretarial studies. New initiatives will provide the basis for the College to further develop program offerings to serve job needs and transfer options for students planning to continue their education to higher levels.

As the College looks to the future it will need to balance academic program effectiveness against overall cost effectiveness. We must continually seek to maximize our resources in the interest of providing the greatest possible service that is consistent with recognized academic standards. It is highly probable that the College administration will be placed in the position of choosing between programs. Among the factors that must be considered will be program enrollment, job opportunities available to graduates, and the need for certain programs.

While the decisions of the next several years will be decidedly difficult, we can take comfort in the fact that we are taking the required actions to insure the continued viability of Schenectady County Community College. For we must always seek to live up to the motto -- "An Institution Responsive to Community Needs."

Wright L. Lassiter, Jr.
President
July, 1982

APPENDIX A

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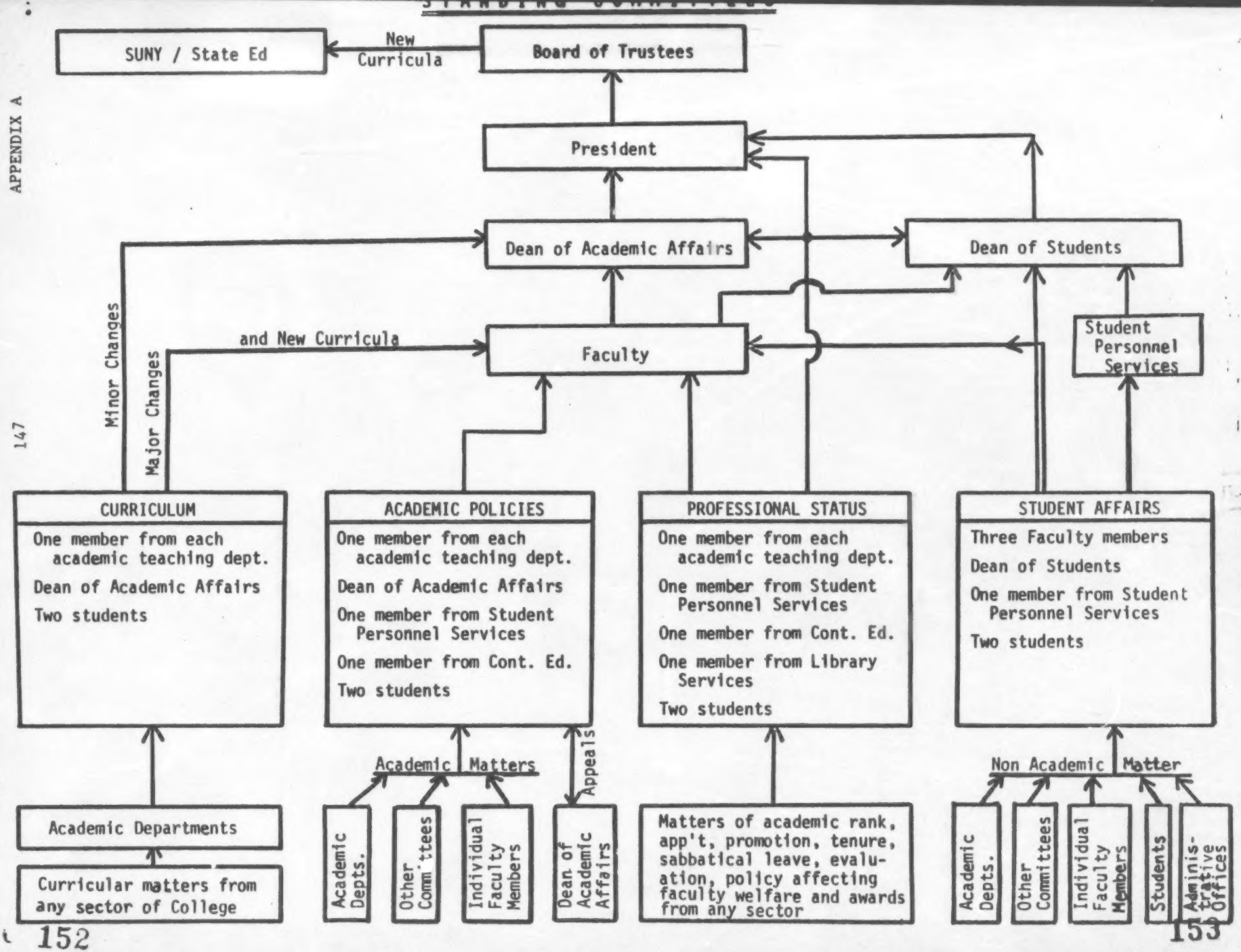

APPENDIX B

Work of the Curriculum Committee 1981-82

New Courses - 59

BIO 221 - Human Genetics

Bus 124 - Introduction to Credit Unions

BIO 141 - Biology I
BIO 142 - Biology II
} new biology courses for Math/Science majors

PHY 151 - Technical Physics I
PHY 152 - Technical Physics II
} new technical Physics sequence to replace PHY III, PHY 112, PHY 131, and PHY 132.

PHY 121 - College Physics I
PHY 122 - College Physics II
} new Calculus-based Physics courses to replace PHY 141, PHY 142, and PHY 242

GEO 222 - Minerology I

GEO 224 - Minerology II

GEO 226 - Petrology

GEO 242 - Chronology and Field Methods

FRE 111 - Basic Conversational French I

SPA 115 - Basic Conversational Spanish I

SPA 116 - Basic Conversational Spanish II

COM 111 - The Working Journalist (Continuing Education courses, also Humanities elective)

FPT 231 - Fire Ratings and Standards - replaced with a Computer Science elective

HOT 264 - Work Techniques

HOT 261 - Hotel Engineering and Equipment

HOT 263 - Environmental Control - Housekeeping

HOT 262 - Work and Safety Controls in Housekeeping

HOT 272 - Advanced Nutrition

HOT 271 - Practicum in Institutional Feeding Systems

HOT 273 - Practicum in Management Systems

HOT 265 - Advertising for Marketing and Tourism

HOT 113 - Elements of Baking - increased credits from two to three with addition of a second lecture hour.

ELT 133 - Digital Logic
ELT 153 - Circuits I
ELT 154 - Circuits II
} revised to meet ABET standards

CSC 131 - Introduction to Computer Science

HOT 180 - Bread Baking and Rolls and Basic Cake Decorating

HOT 181 - Danish, Pies, Cookies, Puff Paste

HOT 182 - Food Preparation - Short Orders, Breakfast, Lunches

HOT 183 - Food Preparation - Dinner Menus

HOT 270 - Modified Diets

HOT 280 - Computers for the Hospitality Industry

SFT 211 - Transportation Safety

SFT 213 - Introduction to Industrial Hygiene

CHM 151 - Description Organic Chemistry

CSS 108 - Developmental Science I

CSS 109 - Developmental Science II

CSS 101 - Study Skills/ Study Stategies

CSS 102 - Reading Skills I

CSS 103 - Reading Skills II

CSS 112 - Orientation to SCCC

SEC 172 - Introduction to Word Processing

SEC 174 - Word Processing I

HOT 216 - Wines of the World

MUS 186 - Class Piano III

PAL 220 - Estates and Trusts

PAL 222 - Family Law

ETH 221 - Professional and Applied Ethics

BUS 115 - Keyboarding

HON 121 - Honors English I

HON 122 - Honors English II

HON 141 - From the Classical World Through the Renaissance

HON 161 - Political Science

HON 181 - Psychology of Human Development

Approval of Revised Arrays - 4

Nondestructive Testing Technology

Math/Science AS array

Management Engineering Technology

Electrical Technology array

New Programs Approved - 8

AOS Office Services Assistant

Baker's Certificate

Short Order Cook Certificate

Hotel Technology Honors Program

Executive Housekeeping

Dietetic Technician

Theatre Management

Developmental Studies Certificate

APPENDIX C

New Programs Projection - Schenectady County Community College 1982-1984

Humanities and Social Science Department

Fall 1982 - To be implemented:	•Theartre Arts	AS
	•Honors Degree Program	AA
1982-83 Under consideration:	•Residential Management option to come out of the Human Services Program. Considerating whether it will be an option, course, or a new program.	
Fall 1982 - To be implemented: (pending SED approval)	•Certificate in Developmental Studies	
Business and Law Department		
Fall 1983 - To be implemented:	•Office Services Assistant	AOS
	•Safety and Security	AAS
Fall 1982 - To submit to SUNY (for implementation Fall 1983)	•Banking	AAS
Fall 1982 - To submit to SUNY: (for Fall 1983 implementation) Letter of Intent dependent on VEA funding coming through this Summer.	•Word Processing Supervisor	AAS & Certificat
Fall 1982 - To submit to SUNY: (Under development now for Fall 1983 implementation.)	•Retailing and Business Management	AAS
Fall 1982 - To begin development: (Letter of Intent dependent on VEA funding coming through this Summer. Expertise needed on staff to begin development.) Fall 1983 implementation.	•Data Processing	AAS
Fall 1982 - Projected development: (Development dependent on Title III funding available.) Implementation date uncertain.	•Health Club Management	AOS or AAS

1982-83 - Feasibility study projected: (Possible candidate for next year's VEA grant.) Implementation date uncertain.	• Medical Records	AAS

Math, Science and Technology Department

Fall 1982 - To implement	• 1st Computer Science Course • Plastics and Polymers • Geology - 2+2 option • Management Engineering Technology (to be offered in the day for the whole two years)	 AAS AAS
Fall 1983	• Computer Science Concentration	
Fall 1984 - To implement:	• Industrial Safety Technology • Materials Science Technology	AAS AAS
Spring 1982 - Letter of Intent: (1983 or 84 implementation projected)	• Biomedical Engineering Technology	AAS

Hotel Technology and Culinary Arts Department

Fall 1983 - For implementation:	• Dietetic Technician • Executive Housekeeping • An Exceptional Studies transfer curriculum in Hotel Technology/Culinary Arts	AAS AAS AS
	• Two 15 week certificate programs - Bakers Certificate - Short Order Cook Certificate	

Music Department

Fall 1983 - For implementation	• Music Performance (Transfer program to Crane School)	AS
	• Piano Pedogogy (a concentration)	AS

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